

Lower Mekong Initiative

Professional Communication Skills for Leaders

Core Curriculum

1st Edition



**ENGLISH
LANGUAGE
PROGRAMS**

Department of State
United States of America

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Symbols Used in this book



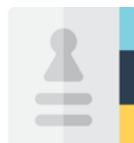
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PCSL Core Curriculum Overview



Overview

This introduction provides readers with information on **The Lower Mekong Initiative Professional Communication Skills for Leaders** project, the curriculum development process, the intended audience, and the overall curriculum structure.

Project Background

The **Lower Mekong Initiative (LMI)**, launched in 2009, is a multinational partnership among Cambodia, Laos, Burma, Thailand, Vietnam, and the United States to create integrated sub-regional cooperation among the five Lower Mekong countries. LMI serves as a platform to address complex, transnational development and policy challenges in the Lower Mekong sub-region.

LMI members develop shared responses to cross-border challenges in six main “**Pillar**” areas:

- Agriculture and Food Security
- Connectivity
- Education
- Energy Security
- Environment and Water Security
- Health

LMI’s Education Pillar encompasses programs that improve English language capacity, increase technical and teacher training, and foster greater regional cooperation.

Under the LMI Education Pillar, the United States is supporting LMI partner countries through bilateral and regional programs that improve English language capacity, increase technical and teacher training, and foster greater regional cooperation. This pillar is co-chaired by Thailand and the United States.

One of the signature projects of the Education Pillar is the **Professional Communication Skills for Leaders** (PCSL) project, a 5-year undertaking in all five LMI countries that seeks to build the capacity and confidence of mid- to upper-level government officials to use English for conferences and meetings. Presentation skills form the main focus of the project.

During the five years of the project, over 2,000 government officials and professionals from the five LMI countries participated in 5-6 day, pillar-themed, intensive face-to-face seminars, with approximately 30 seminars occurring in each country. During these seminars, participants improved their ability to communicate effectively in regional and international meetings and developed PowerPoint™ and oral presentations in their fields of expertise.

Curriculum Development

The LMI PCSL Core Curriculum was originally created to support and standardize the LMI PCSL seminars. It was developed by U.S. English Language Fellows, one in each of the 5 LMI countries, who worked on an instructional team with local co-teachers to implement and teach the LMI PCSL seminars. The instructional objectives, activities, and materials in this Open Source curriculum were drawn from the active, project-based learning that happened in the seminars, and honed by feedback from participants, local co-teachers, and EL Specialist Donna Brinton in order to be accessible to a wide range of educational settings. The curriculum contains seven units: **Professional Introductions, Conferences as Professional Development, Conference Abstracts, PowerPoint™ for Conferences, Public Speaking and Oral Presentations, Communication for Conferences**, and **Pronunciation**.

Curriculum Audience

The LMI PCSL Core Curriculum is a series of **English for Professional Purposes (EPP)** seminars designed to equip students with the skills necessary to successfully participate in multi-cultural, professional conferences. The curriculum units are constructed to guide students through the mandatory steps for a productive conference experience, including navigating the application process, developing a PowerPoint and oral presentation, communicating with other conference professionals in a variety of settings, and successfully delivering a conference presentation. While the curriculum's primary function is to be utilized by teachers and trainers who are instructing working professionals, it may also be applied in other educational settings, such as university courses or advanced high school courses. The curriculum is designed to expose teachers to a range of communicative and student-centered classroom activities in order to introduce new teaching techniques which can be adapted and used in a variety of instructional settings.

Curriculum Structure

The LMI PCSL Core Curriculum is flexibly structured in order to be implemented in a variety of teaching situations. Teachers may choose to teach the units in an intensive seminar, covering multiple units over the course of one or two weeks, or integrate specific units or lesson plans as needed to enhance the communication skills of students' during a stand-alone workshop or over the course of a regular class. Since the curriculum units are all designed to be taught as stand-alone, the teacher is able to select the topics that are the most appropriate to their students' needs, without needing to teach the entire curriculum. Each unit contains a short unit overview, providing teachers with the background and approach of the lesson plans, as well as implementation recommendations in order to bring the greatest benefit to the students. The beginning of each lesson plan provides teachers with an overview of the objectives, student copies and resources, and technology requirements.

The examples provided in the lesson plans have been kept general enough to be accessible to teachers working in a variety of content areas. However, each of the lesson plans contains integrated content boxes, which provide suggestions to the teacher on how to tie the lesson content to students' professional areas of interest and to integrate content-specific language into the activities.

Unit	Lessons
Professional Introductions	<ul style="list-style-type: none"> • <i>Professional Networking</i> • <i>Writing a Professional Biography</i> • <i>The Elevator Pitch</i>
Conferences as Professional Development	<ul style="list-style-type: none"> • <i>The Practice of Conference-Going</i> • <i>Critical Conference Research</i> • <i>Getting the Most Out of Conferences and Action Plans</i>
Conference Abstracts	<ul style="list-style-type: none"> • <i>Writing Descriptive Conference Abstracts</i> • <i>Descriptive Abstract Revisions</i> • <i>Writing Informative Conference Abstracts</i> • <i>Informative Abstract Revisions</i>
PowerPoint for Conferences	<ul style="list-style-type: none"> • <i>Planning for a Quality Presentation</i> • <i>Overall Rubric and Introduction Slides</i> • <i>Body Slides</i> • <i>Conclusion Slides</i>
Public Speaking and Oral Presentations	<ul style="list-style-type: none"> • <i>Public Speaking Skills</i> • <i>Impromptu Speaking</i> • <i>Presentation Structure</i> • <i>Introductions</i> • <i>Presentation Body</i> • <i>Conclusions</i> • <i>Problem Solving Common Issues in Presentations</i>
Communication for Conferences	<ul style="list-style-type: none"> • <i>Expressing Opinions</i> • <i>Agreeing and Disagreeing</i> • <i>Using Diplomatic English</i> • <i>Panel Discussions</i>
Pronunciation	<ul style="list-style-type: none"> • <i>Voice Quality Settings</i> • <i>Final Consonants in English</i> • <i>Consonant Clusters</i> • <i>Word Stress</i> • <i>Sentence Stress</i> • <i>Thought Groups</i>



UNIT 1

PROFESSIONAL INTRODUCTIONS



Introduction to Professional Introductions

This unit consists of three lesson plans which cover planning, speaking, and writing skills necessary for three different methods of personal professional introductions: conference biographies, networking, and elevator pitches.

Background

Conference participation offers a wealth of professional and personal development opportunities as participants interact with other professionals in their field of expertise. Professional connections are powerful tools for resource, idea, and information sharing, and can assist students in attracting professional opportunities, advancing their careers, and enriching themselves as individuals. In order to facilitate the development of professional connections, it is critical that students have the ability to make a good first impression by engaging with and capturing the interest of the professionals that they encounter. This unit enables students to take ownership of how they are perceived in professional situations.

The three lessons in this unit can be taught consecutively or presented as stand-alone lessons to assist students in reaching their professional goals. The Approach section of the overview gives teachers a recommended order for teaching. Throughout the three lessons, students are provided with the skills that are needed to make personal connections as they present a consistent and effective professional message about themselves and their career.



Professional Networking - a process involving the exchange of information and ideas between individuals or groups that share common professional interests

Elevator Pitch - (also known as an *elevator speech*) a term used to describe a short summary introducing a professional, product, service, event, or organization, usually 20-60 seconds long (approximately the length of an elevator ride); the key aim of the elevator pitch is to hook the listeners in to what you are saying and to motivate them to hear more

Approach

While many people love to talk about themselves, not a lot of time is spent preparing to do so. Writing and speaking about oneself in a clear and precise way is the aim of all three of the lessons in this unit.

The **Professional Networking** lesson of the unit familiarizes students with the concept of developing and maintaining connections and contacts that arise from conference situations. Presenting this lesson at the beginning of a seminar or semester works well, as it gives students the opportunity to begin to form connections within the classroom setting, and provides them with skills that they can utilize and strengthen throughout the following lessons. Students learn tips for introducing themselves and making a favorable first impression, being a considerate and active listener, and enhancing and prolonging conversations. Interaction with one another is an important part of this lesson's activities.

Along with the acceptance of a presentation abstract, conference attendees are required to submit a personal biography which highlights their professional and educational achievements. This conference biography is the audience's first introduction to the presenter; the quality of writing and content are critical. The **Writing a Professional Biography** lesson of this unit introduces students to the purpose, features, and components of professional biographies as they analyze examples, draft their own biography, and engage in peer feedback.

The **Elevator Pitch** lesson of this unit provides students with a clearly defined structure for delivering a brief summary of their professional accomplishments, organization, project, or presentation. Students use the guidelines presented in the lesson to write a personal elevator pitch and engage in a role-play to present their ideas to the class. This lesson gives teachers the option of drawing on materials from both the professional networking and biographies lesson plan, so teachers may choose to present this lesson plan later in the seminar or semester.

Throughout these lessons, the **Integrated Content** section of the Note to Teachers boxes provide suggestions for the teacher on how to tie the lesson content to students' professional areas of interest and to integrate content-specific language into the activities. Incorporating vocabulary and materials that are specific to the students' fields of work or study helps to make the lessons relevant to the immediate communication and/or professional needs of the students. This increases student motivation and helps to foster a more positive learning environment.

Lesson	Objective
1- Professional Networking	<ul style="list-style-type: none"> • Identify opportunities for increasing personal professional networks • Maximize networking opportunities by asking open-ended information questions to encourage potential contacts to connect • Demonstrate active listening skills during networking situations • Employ networking tips such as the use of rejoinders, paraphrasing and repetition, and follow-up questions
2- Writing a Professional Biography	<ul style="list-style-type: none"> • Identify the purpose, features, and components of a professional biography • Draft a professional biography incorporating effective language structures and content • Critique professional biographies for their effectiveness • Use active verbs and avoid imprecise or vague language in professional biographies
3- The Elevator Pitch	<ul style="list-style-type: none"> • Identify what constitutes an ideal professional network • Summarize the components of an effective elevator pitch • Create and demonstrate an elevator pitch • Evaluate the effectiveness of a peer's elevator pitch and provide constructive criticism



Lesson 1: Professional Networking



- Identify opportunities for increasing personal professional networks
- Maximize networking opportunities by asking open-ended information questions to encourage potential contacts to connect
- Demonstrate active listening skills during networking situations
- Employ networking tips such as the use of rejoinders, paraphrasing and repetition, and follow-up questions



Student Copies:

- **Professional Networking** handout
- **Tips for Improving Listening and Conversation Skills** handout

Single Copy or Reference:

- None

Props, Technology, or Other Resources:

- None

Lesson Plan

 1 hour

Warm-Up: Who Is in Your Network?



Students answer questions about networking and draw an idea map to illustrate the individuals in their professional network.



Professional Networking
handout



10 minutes

Activity 1: The Six Most Important Words



Students brainstorm multiple questions that they can use when they are in a professional networking situation.



Professional Networking
handout



15 minutes

Activity 2: Active Listening and Conversation Skills



Students are exposed to tips for being an active listener using body language, paraphrasing, and rejoinders; they also learn how to extend conversations and practice all these skills with a partner.



**Tips for Improving
Listening and
Conversation Skills**
handout



10 minutes

Activity 3: Professional Networking Line-up



Students practice introducing themselves and asking networking questions with their classmates.



None



20 minutes

Wrap-Up: One Strength and One Weakness



Students identify one area in which they felt confident during the line-up activity and one area in which they would like to continue to develop.



None



5 minutes

Warm-Up: **Who Is in Your Network?**

STEP 1

The teacher passes out **Professional Networking** handout (see **Appendix 1A**) and asks the students to turn to a person sitting next to them and discuss the questions at the top of the handout:



Professional Networking handout



10 minutes

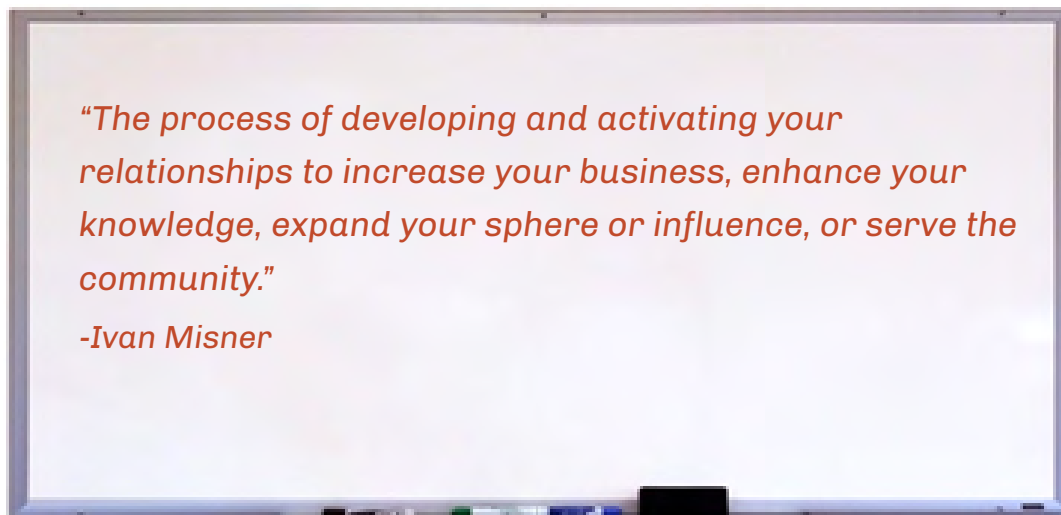


"What is professional networking?"

"Where can you network professionally?"

"Why are professional networks important?"

After two minutes, the teacher brings the class back together and has students share their answers. Students take notes in the space provided. The teacher writes Ivan Misner's definition of networking on the board:



STEP 2

The teacher asks students to think about the people who make up their professional networks. To demonstrate, the teacher draws an idea map on the board, writes his/her name in the middle, and fills it in with examples of his/her own professional network while talking through the process.

An example of this idea map is presented on the next page:



STEP
3

Students create and fill out their own idea map in their notebooks, filling it in with their current professional network contacts.

STEP
4

The teacher asks for several volunteer students to share what they have written.

Activity 1: The Six Most Important Words

STEP 1

The teacher asks the students to think about what the six most important words in networking might be. After students offer a few suggestions, the teacher writes down the following words on the board: **who, what, where, when, why**, and **how**. The students write these words in the left-hand column of their handouts. The teacher explains:



Professional Networking handout



15 minutes



"Asking questions while networking is essential for many reasons: it enables people to recognize what they have in common, it provides a basis for how they can connect, it demonstrates that they are actively interested in what the other person has to say, and it creates the opportunity to make a good first impression."

STEP 2

Students brainstorm, and in the right-hand column of their handout, write down several possible networking questions that they could ask for each of the six question words listed. Referring to the bottom section of the first page of the **Professional Networking** handout, the teacher reminds students:



"Questions such as, 'What is your name?' would be covered when you first introduce yourself. Try to think of questions for enhancing professional connections. What are some questions that will give you new information and help you make connections?"

(Possible/expected answers: Where do you work? Why did you decide to take this seminar? How long have you worked at your job?)"

STEP 3

The teacher walks the students through the four steps to networking on the second page of the **Professional Networking** handout, and explains that they will next talk briefly about active listening.

Activity 2: Active Listening and Conversational Skills

STEP 1

The teacher explains to the class that there is more to having a conversation than asking simple questions:



Tips for Improving Listening and Conversation Skills
handout



20 minutes



"It is important that your conversation partners feel like you are actively listening to them and interested and engaged in what they have to say. How can you tell if someone is listening to you?"

(Possible/expected answers: he/she asks questions, smiles, makes eye contact, etc.)

After several answers, the teacher chooses one or two students in the class to demonstrate what an active listener looks like. The teacher then asks one or two students to demonstrate what a poor listener looks like and asks the class, "Who would you rather talk to?"

STEP 2

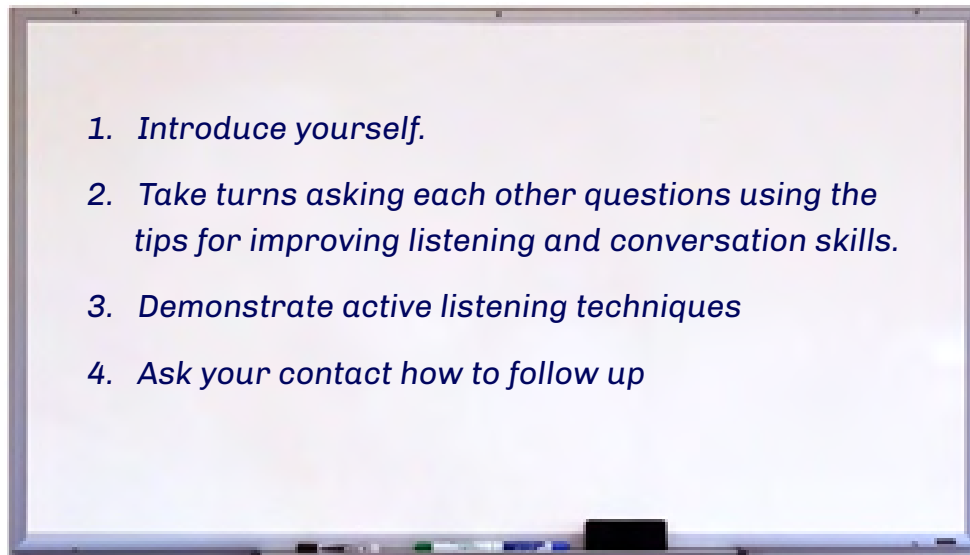
The teacher distributes the **Tips for Improving Listening and Conversation Skills** handout (see **Appendix 1B**) and the students read through the five tips. Once they are finished, the teacher calls on a student in the class, and asks him/her an open-ended question. As the student answers, the teacher demonstrates active listening: smiling, nodding, using rejoinders, asking follow-up questions, and paraphrasing at the end. The teacher repeats this several times with different volunteer students.

STEP 3

Students complete the practice section on the third page of the handout by writing down several follow-up questions that could be used in each situation. The teacher then pairs up the students; students practice using the active listening techniques to respond to their partner and keep the conversation going.

STEP 4

The teacher explains that students will now role play meeting someone at a conference for the first time. He/She writes the following points on the board, explaining that in the role play, students should follow all four steps:



The teacher then asks two students to volunteer to come to the front of the room and demonstrate meeting someone at a conference for the first time. As the students role play the situation, the rest of the class listens and checks off the four steps as they hear them.

Activity 3: Professional Networking Line-up

STEP 1

Students stand in two parallel lines facing each other. When the teacher tells them to begin, each student talks to the person that he/she is facing. Everyone must introduce themselves, ask several questions from their handout, and inquire about the best way to get in touch.



None



20 minutes

STEP 2

After three minutes have passed, the teacher tells the group to stop. At this point, the student from the end of one line walks back to the opposite end of the line that they are in (the other line does not move). Everyone else in the first line moves up one station so that all students have a new partner. The teacher tells the students to start, and all students begin networking with their new partners.

STEP 3

The teacher has the students repeat this process several times until everyone has had the chance to talk with three or four different partners.



NOTE TO TEACHERS

The line-up activity provides the opportunity for **task repetition**. Task repetition consists of having students repeat the same or similar tasks. The repetition can take place immediately, or at intervals throughout the class (ex: once a week). Research has shown that incorporating task repetition helps students increase both their verbal fluency and the complexity of the language that they produce. Repeating the same task enables the students to feel more comfortable with the content and pay more attention to how they formulate meaning, since they do not have to concentrate on the instructions, and can build upon what they have already done.

A great variation of the line-up activity is the **3-2-1 activity**. Students speak about a particular topic, starting with three minutes. Then, switching to their new partner and speaking about the same topic for two minutes, and then for one minute with a third partner. This helps students learn to say things more succinctly and efficiently. The reverse (**1-2-3 activity**) is to have students begin with one minute, and build up to two, then three minutes, allowing students to add more vocabulary and examples with each turn.

Wrap-Up: **One Strength and One Weakness**

STEP 1

The teacher asks students to think back to the line-up activity, and identify one thing that they feel that they did extremely well (a strength), and one thing that they would like to improve (a weakness). For example, students might say that they felt like they were good at using non-verbal feedback to demonstrate their interest in what their partner was saying, but they would like to become better at asking follow-up questions.



None



5 minutes

STEP 2

The teacher asks for volunteer students to share their strengths and weaknesses. The teacher encourages students by emphasizing that with time and practice, the process of networking becomes second nature.



Lesson 2: Writing a Professional Biography



- Identify the purpose, features, and components of a professional biography
- Draft a professional biography incorporating effective language structures and content
- Critique professional biographies for their effectiveness
- Use active verbs and avoid imprecise or vague language in their biographies



Student Copies:

- *Find Someone Who...* handout
- *All About Me in 100 Words* handout
http://www.labtimes.org/labtimes/issues/lt2008/lt02/lt_2008_02_50_51.pdf
- *Analyzing the Professional Biography Genre* handout
- *Professional Biography: Peer Review Half-sheet*
- *Action Verbs* list
<http://career.opcd.wfu.edu/files/2011/04/Action-Verbs-for-Resumes.pdf>

Props, Technology, or Other Resources:

- *Writing a Professional Biography* PowerPoint

Lesson Plan



1 hour 30 minutes

Warm-Up: Find Someone Who...



Students mingle, asking questions related to a professional biography; they use the semi-competitive handout to guide them.



Find Someone Who... handout



15 minutes

Activity 1: Analyzing Model Biographies



The teacher presents a PowerPoint specifying the purpose, features, and components of a professional biography; students complete a handout analyzing model biographies.



All About Me in 100 Words handout

Action Verbs handout

Analyzing the Professional Biography Genre handout

Writing a Conference Biography PowerPoint



35 minutes

Activity 2: Drafting your Biography



Students work independently to draft their biography; the teacher monitors students, providing assistance as needed.



None



25 minutes

Activity 3: Peer Review



Students work with a partner to review one another's draft biography according to guiding questions



Professional Biography: Peer Review Half-sheet



10 minutes

Wrap-Up: 3-2-1 Ticket Out the Door



Students write 3 key words or ideas from the lesson, 2 specific actions they will take based on what they learned, and 1 lingering question that they have; when completed, they receive a “ticket out the door.”



Scratch Paper



5 minutes

Warm-Up: Find Someone Who...

STEP 1

The teacher explains that in order to activate the students’ thinking about today’s topic of the professional biography genre, they will get to know one another and pool their knowledge by conducting a fast-paced mingling activity called “Find Someone Who...”

The teacher passes out the **Find Someone Who...** handout (see **Appendix 2A**) to each student, explaining that students must locate individuals in the class who fit the descriptions given by asking yes/no questions; their goal is to fill out either one horizontal or one vertical column on the handout (i.e., a straight line). He/She asks for a volunteer to read the instructions, and then briefly models the question and answer activity with the volunteer student. The teacher then asks for another volunteer who can repeat the instructions in his/her own words. Once the instructions are clear, the teacher asks the students to stand up and begin.

Option: The teachers can also modify the directions by telling students that they can fill out one horizontal, one vertical, or one diagonal line on the handout (as in the game bingo).



Find Someone Who...
handout



10 minutes

STEP 2

Students mingle, asking the questions in an attempt to fill out a straight line on the handout. The teacher monitors and assists as needed. If time allows, the teacher can extend the activity to have a second winner by telling the students to see who can be the first person to fill in all of the squares on the card.

STEP 3

At an appropriate stopping point (after about 10 minutes, or when most students seem to have filled in the majority of their handout), the teacher reconvenes the whole class and quickly debriefs. The teacher can have a few volunteers report some of their findings about their classmates by asking,



"Who has done volunteering? Who has conducted primary research? What is the most surprising thing you found out?"

The teacher can then explain that the kind of foundational and sometimes compelling information that we learned about one another during this warm-up is what we will endeavor to convey in our professional biographies.

Activity 1: Analyzing Model Biographies

STEP 1

The teacher passes out the **All About Me in 100 Words** handout (see URL on page 17) and asks students to read aloud in pairs or small groups or skim silently for a few minutes, underlining at least 3 keys points.

The teacher then presents the **Writing a Conference Biography** PowerPoint (see **Appendix 2D**) explaining the significance, features, and components of a professional biography.



All About Me in 100 Words handout

Analyzing the Professional Biography Genre handout

Writing a Conference Biography PowerPoint



25 minutes

STEP 2

The teacher distributes the **Analyzing the Professional Biography Genre** handout (see **Appendix 2B**) and has the class help to read the Guiding Questions in Part A, round robin style (alternatively, he/she can ask for volunteers). The teacher then asks students to turn to a partner and complete Part B, reading together aloud and analyzing the features and components according to the instructions provided in the handout. The teacher can debrief by asking pairs to report answers to some of the discussion questions.

STEP 3

To provide extended practice and solidify students' understanding of how professional biographies can be synthesized and organized, student pairs should work together again to complete part C, ordering the sentences in another model biography. The teacher can cut the sentences apart into strips (or have students do this by giving scissors for each pair) or simply allow students to write in the order number for each sentence on the handout.

Option: The teacher can prepare his/her own biography and/or the biography of another well-known person. The teacher removes only the person's name, cuts out the strip of each sentence in the biography, mixes them up, and has students work in pairs to put the sentences in order. Students guess whose biography it is and discuss the reasoning behind the ordering of the sentences.



NOTE TO TEACHERS

Integrating Content: *The model biographies are a great opportunity for the teacher to integrate relevant, content-specific examples for students. Instead of, or in addition to the models provided, the teacher can utilize biographies of real professionals in the students' content area by searching the internet or referring to a conference program book.*

Activity 2: Drafting Your Biography

STEP 1

The teacher explains that now it is time to apply the elements students have analyzed to their own biographies. The teacher distributes the **Action Verbs list** handout for reference (see URL on page 17).



Action Verbs list



25 minutes

As the students work independently to draft their professional biography, the teacher monitors students, noting any common issues, and provides individual guidance as needed. It would be ideal for participants to input their biography directly on a laptop for sharing and editing later.

STEP 2

The teacher can make some brief general comments at the end of the activity such as:



"Everyone's use of _____ is looking great"

"I've seen some strong components present that reflect different ways of effectively conveying appropriate biographical information."

or

"I noticed many of you had some difficulty with _____. Remember, _____"

If in-class writing time is not sufficient, the teacher may want to assign students to finish drafting their biography for homework.



NOTE TO TEACHERS

Vague or Imprecise Wording: *One expression to watch out for in professional biographies is **responsible for**. Although it is not altogether inappropriate and can concisely express work duties, it is by no means the most effective word choice and tends to be overused. In fact, the list of power verbs provided in this activity is a resource to help students avoid the common pitfall of passive voice in their professional biographies. Besides **responsible for**, other passive or vague wording like **follows instructions**, **completes assignments**, or **is involved** in often misses the mark and diminishes the opportunity to make a more active, statement about the substantive contributions the author makes to his/her job and profession.*

Activity 3: Peer Review

STEP 1

The teacher asks students to turn to a new partner. The teacher distributes a **Professional Biography: Peer Review Half Sheet** handout (see **Appendix 2C**) to each student and asks students to fill it out as they read their partner's biography. This can be done by having students swap laptops, through a cloud file

sharing platform (if they have typed their biographies), or simply by having students switch papers if they have written on paper. The teacher monitors students, and after about 5 minutes, asks them to give the paper to their partner and discuss.

Option: If computers are used for this activity and time allows, the teacher may want to show students how to use Microsoft Word's review features such as **track changes and comments**, which are powerful tools for professional, collaborative editing. Some resources for teaching the functions can be found online:

Microsoft support: <https://support.office.com/en-us/article/Review-accept-reject-and-hide-tracked-changes-8af4088d-365f-4461-a75b-35c4fc7dbabd>

YouTube tutorial: <https://www.youtube.com/watch?v=SDThFb3j0vM>

Handout: <https://www.cca.edu/sites/default/files/pdf/08/track-changes2.pdf>



**Professional
Biography: Peer
Review Half Sheet**



10 minutes

STEP
2

To help wrap up the activity, the teacher polls class members: "Raise your hand if your partner used 3rd person. Raise your hand if your partner used action verbs." etc.

STEP
3

The teacher should assign students to write a second draft of their biography for homework based on their partner's feedback.

Wrap-Up: 3-2-1 Ticket Out the Door

STEP
1

The teacher shares some final thoughts with students:



Scratch Paper



5 minutes



"There are many concepts that go into writing a professional biography. As short and simple as it seems, it is a key, high-mileage element in anyone's professional toolkit and deserves careful consideration and ongoing development. As you gain more experience and your professional interests change, and especially to suit different occasions/contexts, you will need to continually revisit and adjust your professional biography as it is a living document."

STEP
2

Given the open-ended nature of the professional biography, the teacher asks students to not only write 3 key words and 2 actionable ideas, but also one lingering question related to today's topic.

After about 3 minutes of quiet writing time, the teacher invites each student to share one of these items aloud and then submit their scratch paper as they leave class, so that it serves as a "ticket out the door". The teacher can read through students' full answers to get a more complete sense of students' learning and any lingering issues that may need to be addressed in a future lesson.



Lesson 3: The Elevator Pitch



- Identify what constitutes an ideal professional network
- Summarize the components of an effective elevator pitch
- Create and demonstrate an elevator pitch
- Evaluate the effectiveness of a peer's elevator pitch and provide constructive criticism



Student Copies:

- ***Elevator Pitch Reading*** handout

Single Copy or Reference:

- ***Elevator Pitch Jigsaw*** handout

Props, Technology, or Other Resources:

- Computer, Internet connection, and LCD projector
- Youtube Video 1: <https://www.youtube.com/watch?v=7BBrgb9AfUY>
- Youtube Video 2: <https://www.youtube.com/watch?v=7fGzh0XcdCc>
- Pens, poster paper, and tape (optional)

Lesson Plan



1 hour 30 minutes

Warm-Up: Dream Connection



Students imagine what they would do if they encountered their dream professional network connection at a conference.



None



10 minutes

Activity 1: Introduction to the Elevator Pitch



Using a modified jigsaw technique, students read and summarize a handout describing the elevator pitch.



Elevator Pitch Jigsaw handout



15 minutes

Activity 2: Elevator Pitches Video Viewing



Students watch 2 videos on networking and giving an elevator pitch.



Elevator Pitch Reading handout

2 Youtube Videos



20 minutes

Activity 3: Drafting and Practicing the Elevator Pitch



In pairs, students help each other draft their elevator speeches, and then role play their scenarios for the class.



Video camera or voice recorder to record the elevator pitches, optional



40 minutes

Wrap-Up: Debrief/Accountability



Students discuss the types of situations that they might need to have a pitch prepared; they then discuss advantages and disadvantages of having a prepared elevator pitch.



None



5 minutes

Warm-Up: **Dream Connection**

STEP 1

The teacher has students get into small groups and provides the following scenario: Imagine you met your dream professional connection at a conference.



None



10 minutes

STEP 2

Groups are asked to brainstorm a list of topics that they would discuss with their “dream connections” if they were to meet them at a conference.

STEP 3

The teacher asks students to share the ideas they discussed in their groups with the rest of the class. Using a graphic organizer, the teacher collects students’ ideas on the board as they call them out.



NOTE TO TEACHERS

An Elevator Pitch is defined as a short speech (as long as an average elevator ride) that provides the listener with a brief outline of the speaker’s expertise and project ideas. The objective is for the listener to be impressed by the speaker and remember the interaction.

Activity 1: Introduction to the Elevator Pitch

STEP 1

Before class, the teacher should have cut the **Elevator Pitch Jigsaw Reading** handout (see **Appendix 3A**) into 7 pieces. He/she puts the students into 7 roughly equal groups and gives each group one piece of the reading.



Elevator Pitch Jigsaw
handout



15 minutes

STEP 2

The teacher instructs students in groups to first read their piece silently; then, in groups, they should create a summary and discuss how their piece of the article relates to their profession.

STEP 3

The teacher reassembles students and asks each group to share the contents of their section, and their thoughts about how it relates to their profession with the class.

Option: Time permitting, the teacher can ask each group to create a poster representing its piece of the jigsaw. Students can either collaboratively present their posters to the class or the teacher can organize the share activity as a Gallery Walk, with different group members rotating to explain their poster while the other group members walk around the class listening to their peers' explanations.



NOTE TO TEACHERS

*In **Jigsaw Reading**, students are typically first divided into “expert” groups (where members of each expert group read one part of the reading), then reconfigured into “jigsaw groups” with one member of each expert group present in the new group. Once assembled into jigsaw groups, students share their information orally and assemble the reading. In this modification of the jigsaw technique, students in the expert group summarize their piece of the reading and then share it in the whole class configuration. Jigsaw reading promotes interdependent learning and builds a strong classroom community. It also can serve as a method for delivering differentiated instruction since teachers can match the reading level of the text to student levels in the expert group. When students with differentiated levels of ability join their jigsaw groups, they have the opportunity to learn from their peers, who have also worked with a text that is level-appropriate.*

Activity 2: Elevator Pitches Video Viewing

STEP 1

The teacher shows the class **video 1** (see URL on the right) of an expert networker explaining what an elevator pitch is. After students have watched the descriptive video, the teacher calls on individual students to describe what they learned.



YouTube Video 1 and 2

Elevator Pitch Reading
handout



20 minutes

STEP 2

Before showing the students **video 2** (see URL above) of a woman giving an elevator pitch, the teacher instructs the students to take notes as they watch the next video.

After the video, the teacher asks the students to share their preliminary reactions to the video.

STEP 3

To help students recall the content of the jigsaw reading, the teacher distributes the ***Elevator Pitch Reading*** handout (see **Appendix 3B**). He/She asks students to watch **video 2** a second time and decide, based on what they know about effective elevator pitches, if the woman gave an effective pitch. The teacher asks students to provide specifics from the reading to support their point of view.

Activity 3: Drafting and Practicing the Elevator Pitch

STEP 1

The teacher puts the students into pairs and has each pair collaboratively construct 2 elevator pitches, one for each student. He/She tells the students that they can refer to the information from their 100 word biographies (from Lesson 2 of this unit) for inspiration.



None



40 minutes

STEP 2

The teacher instructs students to practice their pitches with their partners, ensuring that the pitches are each under 1 minute in length.

STEP 3

The teacher tells students that each pair will now role play their pitches for the class. He/She instructs each member of the pair to choose a role to play when they are the recipient of the pitch (e.g., a conference colleague, a field expert, a potential new partner).

The pairs then demonstrate their pitches for the class, making sure that they mention what their roles are during their demonstration. For each pitch, students in the audience are instructed to think of one good aspect of the speech and one aspect that needs improvement.

STEP 4

Based on the peer feedback received, the teacher makes a collective list on the board of the primary areas that students need to concentrate on to make improvements on their elevator pitches.



NOTE TO TEACHERS

Integral Content: This is an ideal place in the lesson to integrate students' content area interests. The teacher should emphasize that for the elevator pitches to be effective, students should integrate pertinent information about their professional interests and discuss projects that are related to their jobs and industries.

Wrap-Up: **Debrief/Accountability**

STEP 1

The teacher puts students into small groups and asks them to brainstorm a list of situations that would call for them to have a pitch prepared, such as a conference or a business meeting.



None



5 minutes

STEP 2

The teacher asks each group to write their list on the board so they can collectively compile a large list of ideas.

STEP 3

The teacher asks students if there are cases where having an elevator speech prepared could be a disadvantage and if so, why? He/She has students share their opinions with the rest of the class.



APPENDIX UNIT 1



APPENDIX 1A: Professional Networking

Fill in the information below:

What is professional networking?	
Where can you network professionally?	
Why are professional networks important?	



Image Source: LMI-PCSL Forum

What are the six most important words to use when you are networking?

1.	Examples:
2.	Examples:
3.	Examples:
4.	Examples:
5.	Examples:
6.	Examples:



Steps to Networking:

1) Introduce yourself

Respectfully introduce yourself; then steer the conversation toward your networking contact.

2) Ask questions

Encourage contacts to talk about themselves and their work. Look for ways to connect with them.

3) Listen

Remember to use eye contact and be an active listener.

4) Follow up

Create follow-up opportunities, e.g., by asking “What’s the best way for me to get in touch with you?” or saying “Let’s exchange emails so we can stay in touch.”

Write notes on the back of the contact’s business card or in your phone so that you remember how you are going to follow up.



Image Source: LMI-PCSL Forum



APPENDIX 1B: Tips for Improving Listening and Conversation Skills

Tip 1: Ask **Follow-Up Questions** to keep the conversation moving forward and show that you are interested in what your conversation partner has to say.

- “What happened next?”
- “Why do you say that?”
- “How/When/Where did that happen?”
- “What did you say?”
- “What do you think about that?”
- “Did you like it?”
- “Do you enjoy working there?”
- “What’s your favorite part of the project?”

Tip 2: Use **Rejoinders** such as *that's too bad*, *that's great*, or *I'm sorry to hear that* to demonstrate to your conversation partner that you understood what they said and are reacting to it. Rejoinders do not convey any new information, but they serve the important function of keeping the conversation going.

- “Really?”
- “Wow, that’s amazing!”
- “Hmm...”
- “That must have been a great experience.”
- “Right”
- “True”
- “Incredible”
- “Fascinating!”
- “That’s so funny.”
- “That’s great.”
- “I’m sorry to hear that.”
- “That’s too bad.”
- “Oh no!”
- “That’s terrible!”

Tip 3: Use **Positive Body Language** to show your listener that you are paying attention to what they have to say and are interested in talking to them.

- Look at the person
- Smile
- Maintain eye-contact
- Nod your head
- Don’t cross your arms
- Don’t be distracted by your cell phone or other electronic devices



Image Source: LMI-PCSL Forum





Tip 4: Ask **Open-Ended Questions** (also known as *information questions* or *wh-questions*) that encourage your conversation partner to answer with more than a “yes” or “no.”

Compare:

“Do you work for the Ministry of Education?”


“In what capacity do you work for the Ministry of Education?”

Questions that encourage longer answers usually start with the following question words:


- “Who...?”
- “What...?”
- “Where...?”
- “When...?”
- “Why...?”
- “How...?”

Tip 5: **Repeat or Paraphrase** what your conversation partner has just said. This shows the speaker that you are actively listening to what they are saying and you are interested.

Example 1:



Working on the
UNICEF project
was great.




I've heard that they are a
really good organization to
work with.

Example 2:



I've worked at my job
for about 22 years.



22 years!?



Practice: Write down several **Follow-Up Questions** that you could say after each of the conversation starters below. Then practice with a partner and see how long you can keep the conversation going. Remember to use all **five** of the conversation tips while you talk.

Practice 1:

Where do you
work?

I work at the U.S.
Embassy.

Possible Follow-Up Questions:

Practice 2:

Do you have plans
for the holiday?

I'm going to visit
my family.

Possible Follow-Up Questions:

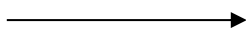


APPENDIX 2A: Find Someone Who...

Walk around the room and ask classmates about the topics below. If the person answers “yes” (and can explain), write her/his name in the box. Find a different person for each box. *Do not tell information without being asked – you should have short, genuine exchanges with your classmates.* The first person to finish a row wins!

Example:

...loves English!



Do you love English?

_____ ... has worked at more than 3 different professional jobs	_____ ... has only worked at 1 professional job	_____ ... has appeared on TV, on the radio, or in the newspaper	_____ ...has won a professional or academic award
_____ ...has conducted primary research	_____ ... enjoys analyzing data	_____ ...can name his/her dream job	_____ ... speaks 3 or more languages
_____ ... has worked or studied abroad	_____ ...has volunteered	_____ ... has collaborated on a team project at work	_____ ... has delivered a professional conference presentation
_____ ... is a member of a professional association	_____ ... has worked with international colleagues	_____ ... has a great project idea that needs funding	_____ ... has written a professional biography before



APPENDIX 2B: Analyzing the Professional Biography Genre

A. Guiding Questions: As you read model biographies and begin to write your own, consider the following questions:

1. What is your current position?
2. What is your professional background?
3. What is your area of expertise?
4. What institutions did you graduate from?
5. What degrees, certifications, and or licenses do you hold?
6. Have you published?
7. Is there a special project you are currently involved in?
8. Are you a member of any professional associations?
9. Have you received any awards?
10. What are your professional interests?

B. Read the following biographies. We will discuss:

- What verb tenses are used? Are they written in 1st or 3rd person?
- Are all the Guiding Questions from part A addressed in these bios?
- How many words do you think each one has?
- How are names, degrees, and countries of origin written?

Model #1

Mr. Dan Potash (USA) is Chief of Party for Private Finance Advisory Network, a 5-year USAID program for promoting clean energy in Asia. Dan was previously a project financing consultant for seven years with Advanced Engineering Associates International, working in Afghanistan and Pakistan. Prior to that he was with Tetra-Tech Inc. and Credit Suisse First Boston. Dan helped mobilize project financing for more than 2,000 MW of power projects, in the U.S., China, Armenia, Moldova, India, Mexico and Pakistan. He consulted on projects involving GE, Gamesa Energia, Electricite de France, Union Fenosa, United Airlines, International Paper, and small start-ups such as Wind Harvest. Dan has a B.S. in Industrial Engineering and an MBA from Columbia University.



Model #2

Phuong Nguyen (Vietnam) has been working for the International Cooperation Department at the National Institute of Hygiene and Epidemiology in Vietnam since 2007. She manages a variety of international government projects in her institution. Additionally, Phuong works directly with projects focusing on emerging infectious diseases, neglected infectious diseases, and global health security, funded by the Center for Disease Prevention and Control, the World Health Organization, Nagasaki University, and the National Institute of Infectious Diseases in Japan. Her professional interests include developing prevention and intervention programs to protect women and children from acquiring infectious diseases. Phuong received her bachelor's degree in public health from the Hanoi Medical University, Vietnam in 2006 and she finished her master's course in the same specialization at the University of Melbourne, Australia in 2015.

Model #3

Dr. Nyein Wai (Myanmar) is the Assistant Director and the Head of the International Affairs and Information Section of the Ministry of Education, Myanmar. Dr. Nyein was previously a member of the E-government and Web Development Team at the Ministry of Science and Technology. In addition to his administrative responsibilities as the Assistant Director, he also serves as a Technical Advisor for ICT development in the Union Minister's Office of Education and a Team Leader for the Website Development and Administration Team. Dr. Nyein holds a Bachelor of Engineering degree in Mechanical Engineering from Mandalay Technological University. He earned his M.E in Mechanical Engineering from Yangon Technological University and Ph.D. in Mechanical Engineering from Mandalay University. Dr. Nyein is currently involved in web-development for the Ministry of Education's official website and e-mail hosting development projects.

C. Sentence strips: Try putting the sentences of a model biography in order. We will discuss:

- Whose biography is it?
- Is there more than one way to order the sentences?
- What are some good "sentence starters" that you could borrow?



Order #	Sentences
	Her research interests include material development, learning strategies, learner autonomy, and second language writing.
	Apiwan Nuangpolmak (Thailand) serves as the Project Manager of the Lower Mekong Initiative English Support Project: Professional Communication Skills for Leaders.
	She has conducted numerous teacher trainings and outreach workshops to enhance the teaching of English in the region.
	Dr. Nuangpolmak is currently a lecturer at Chulalongkorn University Language Institute where she teaches courses such as English for Academic Purposes, Spoken English for Fine and Applied Arts Profession, Skills in English for Graduates, and Thesis Writing.
	She earned a Bachelor of Arts from Chulalongkorn University, before completing a Master of Applied Linguistics (TESOL), followed by a Ph.D. in Linguistics from Macquarie University, Australia.



APPENDIX 2C: Professional Biography: Peer Review Half Sheet

Instructions: Read your partner's biography and fill out this form to provide constructive feedback. When you are finished, you will give this form to your partner and discuss your analysis.

Your partner's name: _____ **Your name:** _____

- ☐ Does his/her biography address the guiding questions?
- ☐ Is it written in the 3rd person (NOT *I, me, or my*)?
- ☐ Is it formal?
- ☐ Is it 100-150 words? How many exactly? _____
- ☐ Is there a variety of sentence starters used?
- ☐ Does it spell out any acronyms?
- ☐ Does it avoid personal information, like salary, age, etc.?
- ☐ Does it avoid flattery?
- ☐ But does it still use strong action verbs? List some examples

What is your favorite part of the biography?

What is one thing that could be improved?

Professional Biography: Peer Review Half Sheet

Instructions: Read your partner's biography and fill out this form to provide constructive feedback. When you are finished, you will give this form to your partner and discuss your analysis.

Your partner's name: _____ **Your name:** _____

- ☐ Does his/her biography address the guiding questions?
- ☐ Is it written in the 3rd person (NOT *I, me, or my*)?
- ☐ Is it formal?
- ☐ Is it 100-150 words? How many exactly? _____
- ☐ Is there a variety of sentence starters used?
- ☐ Does it spell out any acronyms?
- ☐ Does it avoid personal information, like salary, age, etc.?
- ☐ Does it avoid flattery?
- ☐ But does it still use strong action verbs? List some examples

What is your favorite part of the biography?

What is one thing that could be improved?

APPENDIX 2D: Writing a Conference Biography

Writing a Conference Biography

A Professional
Snapshot in 100
Words



U.S. DEPARTMENT OF STATE

ENGLISH
LANGUAGE
PROGRAMS

Image Source: <https://www.pexels.com/photo/camera-photographer-nikon-lens-14244/> / License: CC Public Domain

Turn & Talk

Imagine you are attending a conference. You see in the program that there are 2 parallel (simultaneous) session options that interest you because they are on the same topic. How do you decide which one to attend?

Image Source:
<https://www.pexels.com/photo/apple-desk-office-technology-11457/> / License:
CC Public Domain

APPENDIX 2D: Writing a Conference Biography

Objectives

Participants will be able to:

1. Understand the purpose and structure of a professional conference biography
2. Write a biography for submission to a professional conference

3

Outline

1. Purpose of Conference Biographies
2. Basic Guidelines
3. Content and Structure

4

APPENDIX 2D: Writing a Conference Biography

I. Overview of Conference Biographies

Why Do You Need a Bio?

- Common part of applying to present at a conference
- Used in the conference program as a quick reference for attendees

APPENDIX 2D: Writing a Conference Biography

Why Do You Need a Bio? (cont.)

- May guide choice of session attendance
- Helps audience ask relevant questions and connect with you about specific, common interests



Image Source: https://c2.staticflickr.com/4/3940/1550965540_8acd8f3a4b_b.jpg License: CC Public Domain

Why Do You Need a Bio? (cont.)

- Concise professional introduction
- Calls attention to relevant aspects of your background
- Helps contextualize your presentation

APPENDIX 2D: Writing a Conference Biography

2. Basic Guidelines

Keep in Mind

- Usually 100-150 words
- Usually 5-6 sentences
- Written in 3rd person
 - *Mr. Phallin* is the head of the research department...
 - *He* conducts...

Image Source: <https://pixabay.com/en/office-startup-business-home-office-594132/> License: CC Public Domain

APPENDIX 2D: Writing a Conference Biography

Keep in Mind (cont.)

- Content focused on professional experiences & accomplishments
- Includes strong **action words**



Image Source: LMI-PCSL seminar License: CC Public Domain

Biography Do's and Don'ts

It's a good idea to...

- Err on the side of formality
- Be concise and specific
- Provide an example
- Spell out abbreviations/acronyms
- Tailor your content to the occasion
- Mention your country of origin in an international context



Image Source: <http://blog.roblox.com/wp-content/uploads/2013/06/Thumbs-Up-and-Down.png> License: CC Public Domain

APPENDIX 2D: Writing a Conference Biography

Biography Do's and Don'ts

It's **NOT** a good idea to...

- Try to use humor or sarcasm
- Mention salary, family, address, or age
- Provide irrelevant information
- List every single thing you've ever done at work
- Overstate your accomplishments or flatter yourself too much



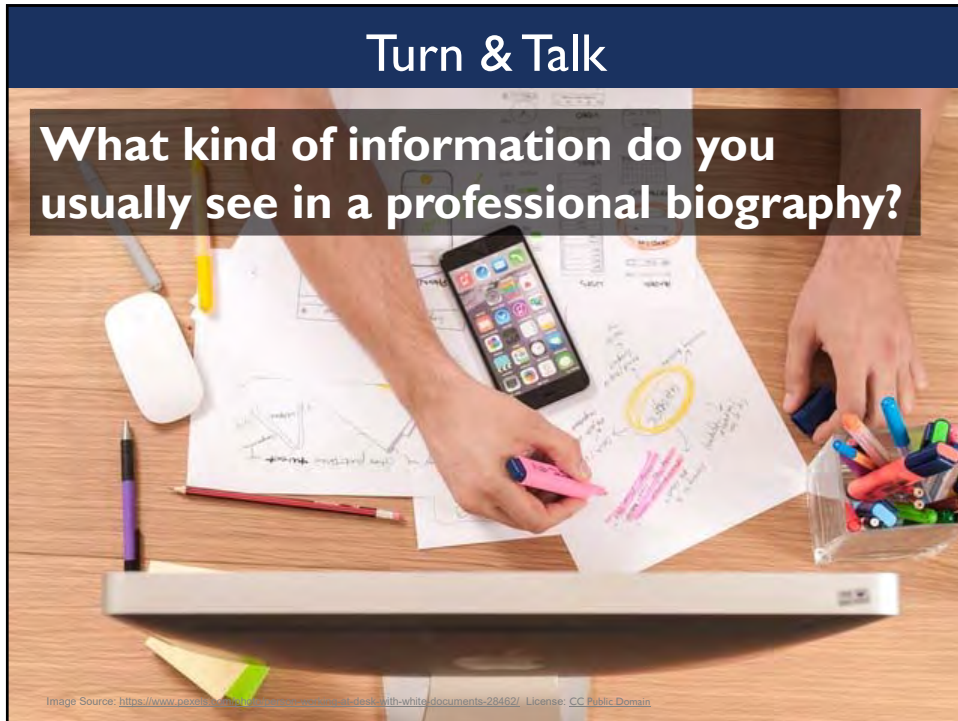
Image Source: <http://blog.roblox.com/wp-content/uploads/2013/06/Thumbs-Up-and-Down.png> License: CC Public Domain

3. Content and Structure

APPENDIX 2D: Writing a Conference Biography

Turn & Talk

What kind of information do you usually see in a professional biography?



Profession

Responsibilities

Education

Interests

Current work

Duong Le has been working as an Environmental Engineer at the Ministry of Environment and Natural Resources since 1995. He works in the Water Resources Group and is responsible for a variety of water resources projects. Duong has a Bachelor of Science (BS) degree in environmental science from Hanoi University and a Master of Science (MS) degree in water management from the same university, graduating in 1999. His area of professional interest is the impact of climate change on water levels in the Mekong River. His current project and research paper involves the measurement of changes in flow rates through the Mekong delta and into the sea.

APPENDIX 2D: Writing a Conference Biography

Open with Your Position

- Summarize your professional experience

Ms. Nguyen Thu Thuy has taught English to business professionals in Hanoi for over ten years.

Open with Your Position (cont.)

- Tell who you are professionally

Dr. Vannarath Te is an English lecturer at the Institute of Foreign Languages, Royal University of Phnom Penh, and a self-employed dentist.

APPENDIX 2D: Writing a Conference Biography

Describe Your Responsibilities

Over the past three years, her focus was on creating and implementing the Employment Readiness classes where she taught English for Healthcare and English for Retail Employment.

Provide Educational Background

Ms. Apiwan received a BA in English from Chulalongkorn University, Thailand before completing a Master's in Applied Linguistics followed by a PhD in Linguistics from Macquarie University, Australia.

APPENDIX 2D: Writing a Conference Biography

State Professional Interests

Her PhD thesis, “Facilitating Language Learning Through a Multilevel-task Approach” reflects her research interests, which include material development, motivational strategies, fostering learner autonomy and writing instruction.

Summarize Current Project/s

Currently, Ms. Jury serves as a team leader and academic coordinator with the Lower Mekong Initiative Professional Communication Skills for Leaders Project at Chulalongkorn University Language Institute (CULI).

APPENDIX 2D: Writing a Conference Biography

What's the Problem?

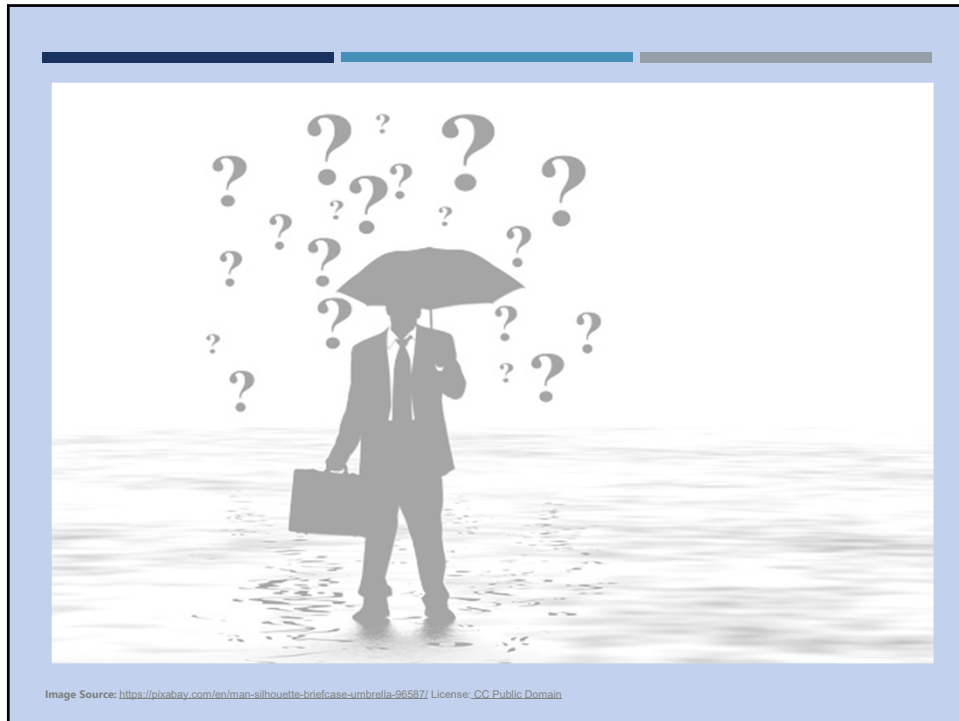
Doctor Huoy Hem (Cambodia) was born in Phnom Penh in 1982 and raised by two loving parents who encouraged her passion for science. She is married and has two beautiful children, Sochea and Linh. Dr. Huoy received 3 science degrees and is now given many tasks to do at work. She has presented at prestigious conferences in Bangkok, Naypyidaw, Hanoi, Vientiane, and Battambang. Highly intelligent, hardworking, and extremely devoted to her research, Dr. Huoy makes this world a better place.

Final Thoughts

- A professional conference biography informs potential audience members of your areas of expertise
- The goal is to share an overview of your professional experience in a short space
- It must follow the requirements for length
- Seek help for editing and proofreading

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APPENDIX 2D: Writing a Conference Biography



References

- http://www.labtimes.org/labtimes/issues/lt2008/lt_02/lt_2008_02_50_51.pdf
- <http://career.opcd.wfu.edu/files/2011/05/Action-Verbs-for-Resumes.pdf>



APPENDIX 3A: Elevator Pitch Jigsaw Reading

Know your objective.

You have to decide what your main objective is in the ~30 seconds that you have to explain your position or idea. Do you want to just introduce yourself? Are you trying to sell a project idea? Do you want to tell some representatives about your department or institution? When you meet someone at a conference, you should know your objective in advance. For example, do you want to develop your professional network by getting business cards and contacting people? Do you want to see which organizations might like to help with a new project that you have in mind?

Example of language: *Hi! How are you? I see that you work at the Ministry of Electric power. I've always been interested in the work that your organization does in the ASEAN region. Do you have any ongoing projects on sustainable energy development in Laos?*

Think about what you want people to remember about you.

You will need to describe your department and its current or recent projects as well as the problems you're solving and how you are helping people. Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. If you can, add information or a statistic that shows the value in what you do.

Example of language: *Yes, I work for the Ministry of Education, overseas projects department. Mainly we work in Education development projects such as professional development for in-service teachers and building projects for new schools.*

Explain what makes your work special compared to the others at the conference.

Make sure you discuss what makes your organization special, unique, and different from other organizations in the same field. For example, how did you solve a problem by taking a new approach that had never been used?

Example of language: *Our department is unique because we were the first in my country to partner with INGOs that work primarily in Environmental conservation.*



Think of a question that relates to the needs of your industry.

Brainstorm some questions related to the listener's interests and needs. Ask a question that they can answer and that would show them that you care about what they do.

Example of language: *So what do you think about the new electric dams being built along the Mekong River?*

Can you do all these things in 20-30 seconds?!

When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. Your elevator pitch should be no longer than 20 – 30 seconds. Otherwise you risk losing the person's interest or seeming like you don't care about their time. Then, try to cut out anything doesn't absolutely need to be there. Remember, your pitch needs to be snappy and compelling, so the shorter it is, the better!

Ask if you can get their contact information so you can talk to them about future partnerships.

One of the benefits of attending an international conference is that you have the opportunity to expand your professional network. Make sure that once you have gained a person's interest in your work, you ask permission to contact them in the future in case you have an idea or a project that may interest them and their organization.

Example of language: *Can I have your card? Thank you! Would you mind if I contact you in the future in case we have a project that involves monitoring the illegal trade of endangered species in the Lower Mekong Region?*

Are you aware of your body language?

Remember that your body language says a lot about you (maybe more than your words!). Make eye contact, hold your hands out of your pockets, and have good posture. Positive body language shows that you can be trusted.



APPENDIX 3B: Elevator Pitch Reading

Know your objective.

You have to decide what your main objective is in the ~30 seconds that you have to explain your position or idea. Do you want to just introduce yourself? Are you trying to sell a project idea? Do you want to tell some representatives about your department or institution? When you meet someone at a conference, you should know your objective in advance. For example, do you want to develop your professional network by getting business cards and contacting people? Do you want to see which organizations might like to help with a new project that you have in mind?

Example of language: *Hi! How are you? I see that you work at the Ministry of Electric power. I've always been interested in the work that your organization does in the ASEAN region. Do you have any ongoing projects on sustainable energy development in Laos?*

Think about what you want people to remember about you.

You will need to describe your department and its current or recent projects as well as the problems you're solving and how you are helping people. Start your pitch by describing what your organization does. Focus on the problems that you solve and how you help people. If you can, add information or a statistic that shows the value in what you do.

Example of language: *Yes, I work for the Ministry of Education, overseas projects department. Mainly we work in Education development projects such as professional development for in-service teachers and building projects for new schools.*

Explain what makes your work special compared to the others at the conference.

Make sure you discuss what makes your organization special, unique, and different from other organizations in the same field. For example, how did you solve a problem by taking a new approach that had never been used?

Example of language: *Our department is unique because we were the first in my country to partner with INGOs that work primarily in Environmental conservation.*

Think of a question that relates to the needs of your industry.

Brainstorm some questions related to the listener's interests and needs. Ask a question that they can answer and that would show them that you care about what they do.

Example of language: *So what do you think about the new electric dams being built along the Mekong River?*



Can you do all these things in 20-30 seconds?!

When you've completed each section of your pitch, put it all together. Then, read it aloud and use a stopwatch to time how long it takes. Your elevator pitch should be no longer than 20 – 30 seconds. Otherwise you risk losing the person's interest or seeming like you don't care about their time. Then, try to cut out anything doesn't absolutely need to be there. Remember, your pitch needs to be snappy and compelling, so the shorter it is, the better!

Ask if you can get their contact information so you can talk to them about future partnerships.

One of the benefits of attending an international conference is that you have the opportunity to expand your professional network. Make sure that once you have gained a person's interest in your work, you ask permission to contact them in the future in case you have an idea or a project that may interest them and their organization.

Example of language: *Can I have your card? Thank you! Would you mind if I contact you in the future in case we have a project that involves monitoring the illegal trade of endangered species in the Lower Mekong Region?*

Are you aware of your body language?

Remember that your body language says a lot about you (maybe more than your words!). Make eye contact, hold your hands out of your pockets, and have good posture. Positive body language shows that you can be trusted.



UNIT 2

CONFERENCES AS PROFESSIONAL DEVELOPMENT



Introduction to Conferences as Professional Development

This unit consists of three individual lessons designed to help students fully utilize conferences as professional development opportunities. Throughout the lessons, students reflect upon and develop their opinions regarding conferences, evaluate online conference information, create personal action plans, and expand practices for participating in and sharing conference experiences.

Background

This foundational unit comprised of three lessons serves as the thematic and conceptual underpinning of the broader curriculum. It establishes the significance of conference-going for professional development, guides students through basic components of a conference experience, and engages them in important considerations of conference issues: common pitfalls, solutions to overcome challenges, and practical pathways to increase involvement.

Through these lessons, students are empowered to take ownership of their conference practices, so that they can be active participants in shaping their own career and their field. Although the simplest way to use these lessons may be to teach them first before any others in the curriculum, they may also be interspersed with other lessons to help remind students of the “big picture” at key intervals and gradually build in long-term professional development aims.



Globalization - international integration resulting from the exchange of cultures, including world views, products, and ideas

Critical Thinking Skills - a process which stresses an attitude of suspended judgement, incorporates logical inquiry and problem solving, and leads to an evaluative decision or action (National Council of Teachers of English (NCTE) Committee on Critical Thinking)

Approach

With the rate of **globalization** rapidly increasing in countries around the world, there is a rising demand for the inclusion of critical thinking skills in school curriculum. **Critical thinking skills**, in particular, being highly opinionated, have traditionally been considered a tenet of Western education. However, there is more to critical thinking than expressing opinions. Other skills include evaluating information, making observations and comparisons, avoiding jumping to conclusions, and understanding issues from multiple perspectives. This unit provides students with a variety of activities that challenge them to strengthen and develop critical thinking skills as they reflect on their past conference experiences and learn new strategies for participating in and making the most of future professional development opportunities.

This unit helps students approach the practice of conference-going purposefully, building critical awareness of how to select conferences and analyzing digital information, strategies for applying to present at conferences, and goal-setting habits that will enable students to maximize their conference experience. Throughout the unit, practical tools like a note-taking device and action plan, as well as numerous opportunities for reflection and discussion, lead students on the path towards overall professionalization.

Throughout these lessons, the **Integrating Content** section of the Note to Teachers boxes provide suggestions to the teacher on how to tie the lesson content to students' professional areas of interest and to integrate content-specific language into the activities. Incorporating vocabulary and materials that are specific to the students' field of work or study helps to make the lessons relevant to the immediate communication needs of the students. This increases student motivation and helps to foster a more positive learning environment.

Lesson	Objectives
1- The Practice of Conference-Going	<ul style="list-style-type: none"> • Identify and analyze the typical components of a professional conference • Discuss and articulate the significance of conference-going as a practice of ongoing professional development and career growth • Anticipate common challenges in conference-going and develop constructive solutions with peers
2- Critical Conference Research	<ul style="list-style-type: none"> • Locate valid conference opportunities to give presentations • Critically analyze a conference website to determine its validity • Network with colleagues for the purpose of applying to conferences and increasing presentation opportunities • Create an action plan for applying to a conference
3- Getting the Most out of Conferences and Action Plans	<ul style="list-style-type: none"> • Take notes quickly and utilize an effective note-taking organizer • Identify professional goals for continued improvement in presentation skills, presentation applications, and support • Write an action plan using a scaffolded form including steps, benchmarks, and evaluations



Lesson 1: The Practice of Conference-Going



- Identify and analyze the typical components of a professional conference
- Discuss and articulate the significance of conference-going as a practice of ongoing professional development and career growth
- Anticipate common challenges in conference-going and develop constructive solutions with peers



Student Copies:

- **Conference Pathways** worksheet, **Versions A** and **B**

Single Copy or Reference:

- None

Props, Technology, or Other Resources:

- Black/white board or poster paper & markers
- Large signs
- **Conference Metaphor** and **What Would You Do?** card sets, cut apart

Lesson Plan



1 hour 10 minutes

Warm-Up: What's So Important About Conferences? KWL (Know-Want to Know-Learned) Chart



Teacher leads students through a K-W-L graphic organizer in whole class format in order to activate background knowledge and preview issues on the topic of conference-going.



Black/white board or poster paper & markers



10 minutes

Activity 1: Conference Controversies 4 Corners



The classroom's 4 corners are labeled with (strongly/somewhat) agree and (strongly/somewhat) disagree; students move to the corner that represents their opinion in response to provocative statements the teacher reads about the practice of conference-going. The class then discusses each statement.



Large Signs



15 minutes

Activity 2: Conference Pathways Information Gap



Students work in pairs to complete an information gap worksheet depicting visuals of the typical components of a professional conference.



Conference Pathways Worksheet handout A&B



20 minutes

Activity 3: Deeper Meaning of Conferences Small Group Discussion



Students work in small groups, taking turns drawing cards, offering their personal response, and discussing the significance of conference-going as a practice of personal career development and professional service.



Conference Metaphor and **What Would You Do?** cards



20 minutes

Wrap-Up: Revisit the KWL Chart



The class revisits the L (Learned) portion of the KWL chart to reflect and record their biggest takeaways from this lesson about conference-going.



Previously-made KWL chart



5 minutes

Warm-Up: **What's So Important About Conferences? KWL (Know-Want to Know-Learned) Chart**

STEP 1

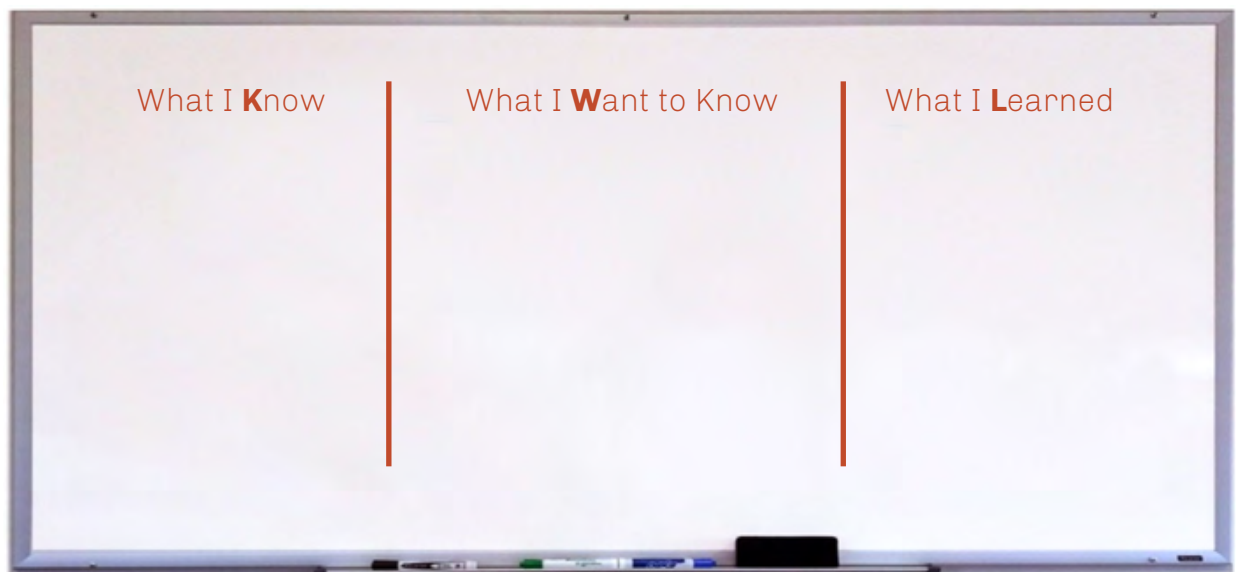
The teacher introduces the topic of the lesson and draws a three-columned chart on the board, poster paper, or somewhere that can remain visible to the whole class throughout the entire lesson. The teacher labels each column as K (Know), W (Want to Know), and L (Learned).



Black/white board or poster paper & markers



10 minutes



STEP 2

The teacher leads the class through a discussion of the K and W columns with regard to the topic of conference-going. To establish a sense of students' baseline knowledge and experience with conferences, the teacher can take quick polls by asking students ("raise your hand"):



"Who has attended a professional conference before?"

"Who has given a conference presentation in your native language?"

"Who has given a conference presentation in English?"

In order to elicit some phrases to fill in to the K and W columns of the chart, teacher can ask guiding questions such as:



"What do you know about conferences?"
"What do you want to know?"
"What types of conferences are there?"
"What are some components of a conference?"
"Why do we go to conferences?"
"How often should we go to conferences?"
"What should the outcome of a conference be?"

After several phrases have been elicited and recorded under the K and W columns, the teacher lets the class know that they will return to fill in the L column at the end of the lesson.

Activity 1: Conference Controversies 4 Corners

STEP 1

The teacher labels the four corners of the classroom with large signs that read **Strongly Agree**, **Somewhat Agree**, **Strongly Disagree**, and **Somewhat Disagree** and explains to the class that several opinion statements about conferences will be read. After each statement, students are to move to the corner of the room that corresponds to their own personal response to the statement. The teacher says:



Large Signs



15 minutes



"So for example, if the statement is '**English spelling** is very simple and easy to learn!' everyone should move to the 'Strongly Agree' corner, right? Just kidding! Please be honest. This isn't a test, there are no right or wrong answers. The point of the activity is to promote discussion of different viewpoints related to conferences."

The teacher checks comprehension of the instructions by asking a student to repeat the instructions in his/her own words and asking students to give a few more examples of statements that could be used during the activity.

STEP 2

The teacher asks all the students to stand up; he/she then proceeds to read each of the following statements, one-by-one:



- "1. People usually go to conferences because their boss sends them.*
- 2. It's essential to go to conferences in order to remain relevant and thrive in your profession.*
- 3. Conferences are crowded, confusing, and overwhelming.*
- 4. Conferences are refreshing, re-energizing, and inspiring.*
- 5. It's very difficult to get accepted to present at conferences.*
- 6. It's enough to go to one or two conferences in your career.*
- 7. Only well-known experts should present at conferences."*

The teacher may display each statement on a PowerPoint slide to aid in comprehension. He/She pauses after reading each statement to allow students to move to different corners (if their response changes) and to conduct a brief, whole class discussion about why students responded as they did.

Activity 2: **Conference Pathways Information Gap**

STEP 1

The teacher explains that most professional conferences have the same basic components, which are important to be aware of. We need to anticipate these components in order to utilize or participate in them wisely and get the most out of our conference experience.



Conference Pathways worksheet,
Versions A and B



20 minutes

The teacher shows the class the two versions of the **Conference Pathways** worksheet (see **Appendix 1A** and **1B**) and tells students they will be working in pairs to map out some pathways through ten different components of conferences. He/She explains that the worksheets are almost exactly the same, except that student A has one set of the answers and student B has the other set.

Each student must take turns asking and answering questions in order for both students to have a complete worksheet at the end. The teacher emphasizes that students cannot simply show each other their papers and copy down the answers. Instead, they must talk and explain things to one another to complete the activity.

The teacher can ask follow up questions to check comprehension of the instructions. He/She then passes out the worksheets (A and B) to each pair of students.

STEP 2

Student pairs work together, taking turns asking and answering questions and filling in their worksheets. The teacher monitors to ensure that students are not looking at each other's paper and to encourage the negotiation of meaning in cases of any breakdown of communication. For example, if one student does not understand what his/her partner has said, the teacher should encourage them to seek clarification, perhaps supplying in advance some helpful phrases of clarification such as:



*"Could you repeat that, please?" or
"How do you spell that?" or
"Let me check that I wrote this correctly."*

STEP 3

After most groups have finished the worksheet, the teacher leads a whole class debrief to check the answers, asking students to expand briefly on each component:



*"What do people do at each site?"
"What would you be likely to see or hear there?"
"Have you ever experienced that at a conference?"*



NOTE TO TEACHERS

Information Gap is a classic English language teaching activity type that seeks to enhance the communicative potential of a text (e.g., a dialogue, a reading, a map). In an information gap, each pair of students is given complementary pieces of information from a larger whole, for example two different pieces of a single train schedule or two different sets of locations from the same map. The aim of the activity is for students to engage in a genuine exchange of information, asking questions of the partner that only that person can answer. Through this process of purposeful asking and answering, the **negotiation of meaning** can emerge.

As students speak to each other during the information gap, difficulties in communication, instances in which one student does not understand what the other has said are likely to occur. This prompts the students to clarify meaning with one another, and it is through this struggle to arrive at a common understanding that some of the richest, most meaningful language acquisition can occur.

Activity 3: Deeper Meaning of Conferences Small Group Discussion

STEP 1

The teacher places students in small groups of 3-5 and explains that now it is time to discuss the deeper career significance of conference-going. He/She explains that each group will receive a set of **Conference Metaphor Discussion** cards (see **Appendix 1C**) and that they should take turns reading and discussing the topic on the card as a group. The person who draws the card should read it aloud and must think of some reasoning behind the metaphor. For example, if the card says, “a conference is like ASEAN, because,” students would have to think of how they could compare these two entities.

The teacher explains that in this case, the students might say, “because they both depend on input from multiple perspectives” or “because they are both collaborative platforms for mutual benefit.”

The teacher stresses that there is no one right answer and that students will need to be creative and think critically to find a connection for some of the metaphors.



Conference Metaphor Discussion cards

What Would You Do? cards



20 minutes

STEP 2

The sets of **Conference Metaphor** discussion cards are now passed out to each group and the teacher instructs students to begin, allowing about 7 minutes for groups to discuss.

He/She monitors their conversations to offer assistance if groups are truly struggling (though an alternate possibility is to allow students to “pass” on cards that are too difficult).

The teacher then stops the groups and checks in to ask about progress, e.g., asking “What was the most interesting metaphor from each group?”

STEP 3

The teacher explains that students should move on to the next set of **What Would You Do?** discussion cards (see **Appendix 1D**). Students should take turns drawing the cards. The student who draws the card must read it aloud to the group. This card will describe a problem students might face related to conference-going, and the rest of the group will need to offer advice to deal constructively with the problem.

The teacher passes out the new card sets to each group and instructs them to begin. He/She monitors work again and stops students after about 10 minutes. The teacher can elicit volunteers to share the best advice they received for a problem they discussed in their group.

Wrap-Up: Revisit the KWL Chart

STEP 1

The teacher returns the class' attention to the KWL chart from the beginning of class. The teacher leads a discussion reviewing and checking off any of the W (want to know) items that were covered in the lesson and elicits a few additional takeaways to be recorded in the L (Learned) column.



Previously-made KWL chart



5 minutes



Homework Idea:

Why I Attend Professional Conferences

In order for students to get a more realistic sense of the importance of the practice of conference-going, and to later pool a list of possible conferences with the class, the teacher may assign students to interview another professional in their field— e.g., a supervisor, colleague, friend, or teacher. The students should interview this individual about his/her thoughts on conference-going. Students can ask, for example:

"Do you attend/present at professional conferences? Why or why not?"

"What role do/could conferences play in your career development?"

"Do you feel you have a professional responsibility to contribute to conferences? Why or why not? "

Students can report out in the next lesson.



Lesson 2: Critical Conference Research



- Locate valid conference opportunities to give presentations
- Critically analyze a conference website to determine its validity
- Network with colleagues for the purpose of applying to conferences and increasing presentation opportunities
- Create an action plan for applying to a conference



Student Copies:

- ***Tips for Determining if a Conference is Real*** handout
- ***Comparing Conference Features Webquest*** worksheet

Props, Technology, or Other Resources:

- One laptop, computer, tablet, or smart phone per two students with internet access
- Scratch paper
- <http://www.algalbbb.com> (fake)
- <http://waesol.org/conference> (real)

Lesson Plan



1 hour 25 minutes

Warm-Up: Pool ESP Networking Subject Knowledge



Students share and pool information on conferences, as assigned prior to class.



None



10 minutes

Activity 1: Analyze Websites



In pairs, students visit one real conference website and one fake conference website then discuss the differences.



Tips for Determining if a Conference is Real
handout

URLs for the two conference websites



20 minutes

Activity 2: Go to the Recommended Websites and Compare



Students visit the websites of conferences they identified in the Warm-Up activity to locate conference information; they make a list of conferences with dates and deadlines.



Comparing Conference Features Webquest
handout

Laptops/tablets/smart phones

Internet Connection

Students' lists from the Warm-Up activity



20 minutes

Wrap-Up: Create Action Plan



Students begin to formulate their personal action plan, adding conferences that they are interested in to the list of actions they will follow up on.



Scratch Paper



20 minutes

Warm-Up: Pool ESP Networking Subject Knowledge



NOTE TO TEACHERS

Prior to class, the teacher should have assigned students the task of finding out about reputable conferences (local, national, ASEAN, or international) in their fields from their supervisors and/or colleagues. Students should be assigned to make a list of these conferences and bring it to class.

STEP 1

In small groups, students share what they learned from their colleagues about possible conferences and opportunities to present. Each group makes a list of conferences its members plan on attending.

STEP 2

The teacher asks a spokesperson from each group to come to the front and type the names of the conferences that group members have identified into a Word document on the teacher's laptop. In this manner, the list can be projected for all to see.

STEP 3

The teacher orally summarizes the list of theoretically "vetted" conferences for the class. If desired, he/she can also email the list to students.



None



10 minutes

Activity 1: Analyze Websites

STEP 1

The teacher writes the web addresses <https://www.elsevier.com/events/conferences/international-conference-on-algal-biomass-biofuels-and-bioproducs> and <http://waesol.org/conference> on the board. In pairs, students visit the two websites.

STEP 2

Students decide which is real (WAESOL) and which is fake (ALGABBB) and state their reasons. The teacher should point out that fake websites can look real and real websites may be underfunded. In other words, it's really hard to tell the difference. He/She concludes by telling students that the best way to find out if a conference site is real or not is to ask colleagues if the conference is known.



**Tips for
Determining if
a Conference is
Real** handout

URLs for the two
conference
websites



25 minutes

STEP 3

In small groups, the teacher asks students to discuss what else indicates whether a conference is legitimate or not. After the group has finished brainstorming, the teacher gives the students the **Tips for Determining if a Conference is Real** handout (see **Appendix 2A**) so the students can add any additional ideas that group members have brainstormed on it. The teacher should re-emphasize the importance of asking colleagues and researching the conference.



NOTE TO TEACHERS

Conference websites change continuously. If the two websites in the lesson plan no longer work, or to make it more relevant to the topic of your class, you may do a quick Google search for a conference that is known as real to you and a Google search for a scam or fake conference to find a new one.

*There is a list maintained by Jeffrey Beall, a librarian from Colorado, which includes the names of predatory publishers and conferences. Beall's list is **highly controversial** because he includes "open access journals" (as opposed to traditional journals you pay for) which has angered many people because they believe information should be freely shared and you shouldn't need to pay a subscription fee. He also includes publishers and conferences that are for profit. His list can be found at: <http://scholarlyoa.com/publishers>*

Activity 2: Go to the Recommended Websites and Compare

STEP 1

The teacher distributes the **Comparing Conference Features Webquest** handout (see **Appendix 2B**) and goes over the individual items with students, clarifying any items they have difficulty understanding.

STEP 2

In pairs, students visit 2-3 conference websites from their Warm-Up lists and determine which conferences they want to apply to.

STEP 3

The teacher provides time for the students to visit the conference websites and find all relevant conference information (e.g., submission deadline dates and submission guidelines). He/She instructs students to enter the information on the **Comparing Conference Features Webquest** handout.

STEP 4

Students share their findings with the class. The teacher then has a designated group member type the relevant information into a projected Word document. The teacher can later email or make this document available to all students.



Comparing Conference Features Webquest handout

Laptops, tablets or smartphones with internet connection



20 minutes



NOTE TO TEACHERS

Integrating Content: *The biggest opportunity for content integration in this lesson comes in the **Comparing Conference Features Webquest** activity. The teacher should ensure that the three focus conferences are related to the students' profession and that the conferences are high-quality and legitimate (not scams). It would also be helpful if the conferences represented a range of features, perhaps one large international conference, one smaller local one, etc. This may require the teacher to do some special research in advance to choose appropriate options, but it should be well worth it in the substantive analysis students will then do in the Webquest activity.*

Wrap-Up: Create an Action Plan

STEP 1

On the board, the teacher sketches a sheet of paper; as its header, he/she writes "Action Plan" and then writes a list of conferences or professional events he/she plans on attending.



Scratch paper



5 minutes

Example:

"At the end of May, I'm planning on submitting an abstract to present a paper at TESOL's international conference. Then in July, I'll be attending a teacher leadership seminar in Bangkok. In August, I will submit my abstract to present at Thailand TESOL and one month later, in September, I'll be presenting at a local teacher networking event in Chiang Mai. Finally, in December, I'll submit another abstract to present at the CAMTESOL conference in Cambodia. All of these events are part of my personal action plan."

Action Plan

- end of May – submit abstract to TESOL International
- July – Attend teacher leadership seminar in Bangkok
- August – submit abstract to Thailand TESOL
- September – present at local teacher networking event in Chiang Mai
- December – submit abstract to CAMTESOL

STEP 2

The teacher asks students to take out a piece of scratch paper and create their own "action plan." He/She asks students to share the conferences that they are intending to apply to, and then has the students add these conferences to their Action Plans for the future. Students should write any additional information on their plan, such as what guidelines they need to follow, when they need to submit, and what information is required to send in along with the abstract, etc.

STEP
3

In small groups, students review each other's "Action Plans" and determine if the goals are achievable and meet the guidelines of the conference(s) their partners are planning on attending. Once students are done discussing, the teacher asks for individual students to share their action plans and the feedback they got from their peers.

STEP
4

The teacher closes by telling students that they have made a good start on their professional action plans and that, in the next lesson, they will be learning more about action plans and will be expanding the number of items on their personal lists.



Lesson 3: Getting the Most out of Conferences and Action Plans



- Take notes quickly and utilize an effective note-taking organizer
- Identify professional goals for continued improvement in presentation skills, presentation applications, and support
- Write an action plan using a scaffolded form including steps, benchmarks, and evaluations



Student Copies:

- **Conference Session Note-Taking Frame** (blank form)
- **Partially-Filled Notes Frame**
- **Action Plan For Giving Presentations** handout
- **Timelines** handout
- **In A Digital Chapter, Paper Notebooks Are As Relevant As Ever** news article: <http://www.npr.org/2015/05/27/408794237/in-a-digital-chapter-paper-notebooks-are-as-relevant-as-ever>

Props, Technology, or Other Resources:

- Poster paper, tape, markers, chalk, board, paper, pens

Lesson Plan



1 hour 40 minutes



NOTE TO TEACHERS

The previous session, the teacher should have assigned students the task of asking supervisors and community members about opportunities and/or possible venues for where they might be able to give presentations (e.g., at their place of work, at their children's school).

Warm-Up: Post-Conference Word Association



Using a mind map, the teacher leads a quick discussion about the associations students have with what happens or should happen after a conference.



Board, chalk/markers



5 minutes

Activity 1: Scribes and Messengers Note-Taking



Students participate in a peer dictation competition and familiarize themselves with a useful note-taking device for recording information learned during a conference.



Blank **Conference Session Note-Taking Frame** handout

Partially-Filled Notes Frame handout

News Article, **In A Digital Chapter, Paper Notebooks Are As Relevant As Ever**

<http://www.npr.org/2015/05/27/408794237/in-a-digital-chapter-paper-notebooks-are-as-relevant-as-ever>



25 minutes

Activity 2: Brainstorm + Pair Share Goals



Students self reflect and do a quickwrite to brainstorm their professional strengths and areas in need of improvement then share with a partner.



Papers, pens, board, chalk/
markers



10 minutes

Activity 3: Gallery Walk



Students work in small groups to create a poster based on what was discussed in Activity 2; they then share their posters in a gallery walk format



Poster paper, tape, markers



15-20 minutes

Activity 4: Professional Action Plan and Timeline



Using the **Action Plan for Giving Presentations**, students select presentation skills goals, create an action plan, and make a timeline.



Action Plan for Giving Presentations handout
Timelines handout



25 minutes

Activity 5: Peer Share



Students work in configurations of three to give feedback on their action plans, and then are reconfigured one more time to follow the same procedure; individual students then decide what to change (if anything) in their plans.



None



10 minutes

Wrap-Up: Debrief/Accountability



Students brainstorm ways that will help keep them accountable to their action plan and discuss venues where they might present (based on assignment given prior to class), and then share these in whole class format.



White/blackboard, chalk/
markers



10 minutes

Warm-Up: **Post-Conference Word Association**

STEP 1

The teacher writes the phrase “After a conference” in the middle of the board, circles it, and explains to the class that in order to get the most out of a conference, it’s a good idea to start with the end in mind. He/She asks:



Board, chalk/
markers, ball
(optional)



10 minutes



“What should the outcome of a conference be?”

“How does it feel?”

“What should our takeaways be?”

“What happens afterwards?”

STEP 2

The teacher explains that the class is going to do some quick word associations to warm-up to this topic of getting the most out of a conference. He/She asks students,



*“What are some words (nouns, verbs, adjectives) that you associate with the idea of **after a conference**?”*

STEP 3

The teacher encourages students to volunteer answers in a rapid-fire manner, recording each word in a web fashion surrounding the central phrase on the board. The teacher might also call on some quieter students to offer answers.

As an alternative, the teacher might do a ball toss to signal which student needs to contribute next.

Activity 1: Scribes and Messengers Note-Taking

STEP 1

The teacher introduces the activity by asking students how many of them take notes when attending a professional conference and, if so, what type of notes they take.

He/She explains that not only does note-taking allow the listener to retain new, salient information and share it with others, but also supervisors who permit/sponsor an employee to attend a conference often expect that the employee will report back about the experience. Thus note-taking at the conferences is a form of accountability and a genuine way to contribute new knowledge to one's workplace.



Blank **Conference Session Note-Taking Frame** handout

Partially-Filled Notes Frame handout

News Article, **In A Digital Chapter, Paper Notebooks Are As Relevant As Ever**

<http://www.npr.org/2015/05/27/408794237/in-a-digital-chapter-paper-notebooks-are-as-relevant-as-ever>



25 minutes

STEP 2

The teacher introduces the "Cornell System," a useful note-taking device for recording information that lends itself particularly well to taking notes at conferences. He/She hands out the blank **Conference Session Note-Taking Frame** handout (see **Appendix 3A**), adding that bringing some blank copies of the note frames to a conference might be a good way to organize and help ensure that one doesn't walk away with badly organized, confusing notes or, even worse, end up trying to write a post-conference report based on memory alone. He/She may also wish to add that new evidence suggests that while typing notes on a digital device may be convenient and helpful for basic recall, paper notes may be more helpful for synthesizing and making meaning from complex information (such as the information obtained at professional conferences).

STEP 3

The teacher posts multiple copies of the **Partially-Filled Notes Frame** handout (see **Appendix 3B**), with the Part B hidden (e.g., folded up or covered with a sticky note) on the walls around the room. The teacher explains that to practice note-taking, students will conduct a fast-paced peer dictation activity called Scribes and Messengers. Students will be put into pairs.

To begin, student A will serve as the scribe (the writer) and remain seated with the blank note frame and a pencil while student B will serve as the messenger, walking across the room to retrieve and deliver the "message" on the wall. The teacher assigns each pair to a particular **Partially Filled Notes Frame** that is posted far away from where they are seated.

When the activity begins, the messengers will need to walk over to their assigned **Partially-Filled Notes Frame**, read Part A, and then walk back and dictate as much as they can remember to their partner. It will take the messenger multiple trips to relay everything. Messengers cannot shout across the room or run. Scribes should use pencil (not pen) and ask the messenger for clarification of spelling when needed.

When the messenger has finished relaying the top portion of the message, the students will switch roles, so that student A becomes the messenger, uncovering and relaying Part B of the message to student B, now the scribe. The teacher monitors the work, checks progress, and provides clues when needed. The first pair to completely transcribe the entire message of the **Partially-Filled Notes Frame** (accurately) wins!

Option: The teacher may reduce the difficulty of the **Partially Filled Notes Frame** according to students' proficiency level by removing some text or providing pairs with a cloze version so that only certain missing words need to be transcribed.



NOTE TO TEACHERS

*Devised in the 1950's by Professor Walter Pauk of Cornell University, the **Cornell note-taking** system is a simple yet reasoned method, not only for capturing key information from a lecture or conference session, but also for synthesizing meaningful takeaways. The primary section of the notes frame is for recording the bulk of the facts, key words /phrases, or details expressed in the session.*

After taking these notes, there is a section of the frame for reducing or crystalizing the main idea(s) or essential questions from the "big picture" perspective.

Finally, there is a section at the bottom of the frame for summarizing, drawing conclusions, or suggesting implications going forward. With these substantive notes, conference-goers can truly maximize their learning and leave with a strong basis for reporting back to their office when they return to work.

STEP 4

The teacher recaps the activity with the whole class, assuring them that note-taking is not an exact science and in listening to a real conference presentation, we cannot (nor should we!) capture and transcribe every word like we have today to challenge ourselves. Even so, using an advanced organizer like this frame can certainly help us take notes more efficiently and effectively than having no strategy at all—it's a good tool for getting the most out of a conference.

The teacher then reveals that the message students just transcribed in the "Record" section of the frame is from a news article called, **In A Digital Chapter, Paper Notebooks Are As Relevant As Ever**. The teacher writes the URL of the

article on the board and assigns students to read the article for homework and fill in the “Reduce and Review/Reflect” sections, which are the most important for comprehension.

To wrap up, the teacher may suggest other ways to get creative in reporting back to the office such as presenting to colleagues, sharing in an informal “brown bag” lunch session, or creating a curated binder of conference materials, including photocopies for colleagues to browse in a communal workplace area.



NOTE TO TEACHERS

Integrating Content: *The **Partially-Filled Notes Frame** is a good opportunity for the teacher to substitute more relevant, content-related material. Rather than use the news article about note-taking as the basis of the activity, utilizing a current news or research article from the students' field (energy security, water resource management, etc.) would be more authentic to the types of conferences sessions students would be likely to take notes on and would presumably be more interesting and motivating to them for that reason.*

Activity 2: **Brainstorm + Pair Share Goals**

STEP 1

The teacher reminds students of the action plans that they began in the previous lesson of this unit. He/She explains that in this lesson, they will learn to make a more comprehensive action plan and that the first step toward this action plan is assessing their areas of strength and weakness.



Paper, pens, board, chalk/markers

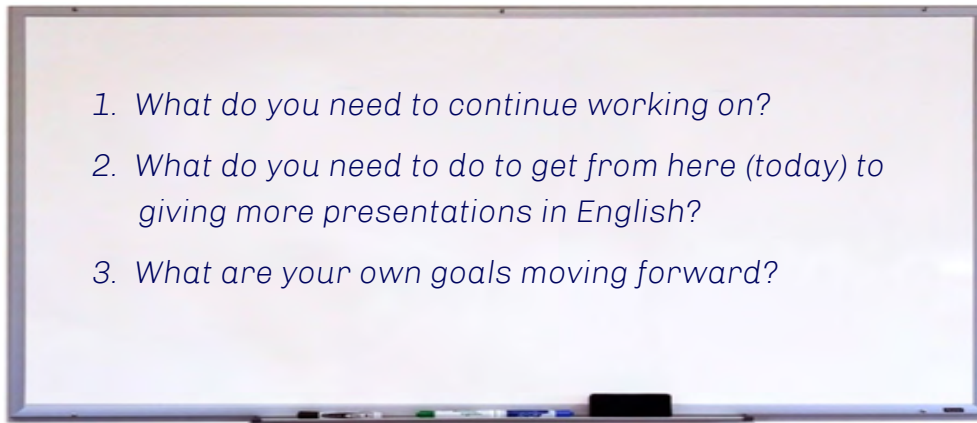


15 minutes

STEP 2

The teacher tells students to take out a piece of scratch paper and fold it in half lengthwise, forming two columns. At the top of the left-hand column, they should write “Strengths;” at the top of the right-hand column they should write “Areas for Improvement.”

The teacher then tells students they have 5 minutes to self-reflect on professional presentations they have done and write as many items in the two columns as possible. The students brainstorm; the teacher then pairs students, and they share with a partner. If students appear to have difficulty identifying their strengths and weaknesses, the teacher can write the following questions on the board and ask students to answer them:



STEP
3

When they are finished sharing, the teacher can ask students in whole class format to share their perceptions of their strengths and the areas in which they hope to improve.



NOTE TO TEACHERS

Having participants create clear goals with an action agenda and evaluation methods improves their chances of completing the goals. When people are held accountable in multiple ways, they are more likely to be successful. It is also important that the goals be reasonable, the actions doable, and the evaluations appropriate.

*One way to think about this is with the acronym: **SMART***

*SMART stands for: **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-bound*

Examples of SMART goals would be:

I will be able to use 3 effective attention-getters to interest the audience within the next month by practicing with coworkers 3 times a week.

*I will apply and submit my LMI abstract to one conference within the next year.
I will have colleagues review my drafts and set phone reminders.*

I will be confident in front of audiences by the end of November by signing up to give presentations at work once a month.

Activity 3: Gallery Walk

STEP 1

Pairs from the previous activity join another pair and work in groups of 4 to create posters that share their strengths, areas of improvement, and goals from the previous activity. Group members discuss which points are the most important that they would like to share with the whole class. Every member of the group should be familiar with the reasoning behind the points from the three other members so that they will be able to answer questions about them.



Poster paper, markers



15-20 minutes

STEP 2

Groups share with everyone in a gallery walk, where one member of the poster “team” is present at the poster at all times to answer questions while the other members visit or view other groups’ posters to ask questions, give feedback, and in general get ideas from their peers. Group members rotate their placement in front of the poster so that each student gets a chance to explain the group’s poster.

Optional: Instead of having the students do a gallery walk, the teacher can have groups present their posters in whole class format.



NOTE TO TEACHERS

A Gallery Walk is a learning activity that allows students to be actively engaged as they move around and explore multiple texts or images that are placed around the classroom. This is an excellent method for students to share their work with their peers, respond to a variety of quotations, and compare or react to a collection of images. Since the students are expected to physically move around the room as they interact with the articles in the “gallery,” this activity can be especially engaging for students with a kinesthetic learning style.

For a **Gallery Walk**, texts or images are placed around the room either hanging on walls or sitting on tables. The most important factor is that there is enough space between the texts or sets of images that students are able to move around easily without being overly crowded. The task that the students do during the activity will depend on the purpose. If the purpose is to introduce students to new material, they may take basic notes as they view the texts. If they are being asked to look for specific information, they may complete a graphic organizer or answer a series of questions during the walk, or the teacher may have students view the materials, then sit down and record their thoughts and impressions. Students can complete this activity independently, with a partner, or in a small group.

Activity 4: Professional Action Plan and Timeline

STEP 1

The teacher elicits from students one or two professional presentation skills goals and writes these on the board. He/She then asks students what types of activities will help them to attain their goals and how they will be able to evaluate if the goals have been achieved. The teacher jots this information down on the board.



Action Plan for Giving Presentations handout

Timelines handout



25 minutes

STEP 2

The teacher distributes the **Action Plan for Giving Presentations** handout (see **Appendix 3C**) and walks them through an example with a clear goal, steps/actions to take, and evaluation measures. Students are directed to choose their own professional goals and to individually draft the activities/steps/evaluation sections of the handout. The teacher circulates to answer questions.

STEP 3

The teacher directs students to create a draft timeline or sequence of time using the **Timelines** handout (see **Appendix 3D**), specifying when they will have accomplished each step or goal. The teacher circulates and answers questions.

Activity 5: Peer Share

STEP 1

The teacher configures the class into small groups of 3. In their groups, students check each others' plans and ask questions about their peers' goals and activities. For example, students might ask: Is it realistic? How will you do that?



None



25 minutes

STEP 2

The teacher reconfigures groups so that none of the students in the new groups worked with each other in Step 1. (This can be done using the “numbered heads together” technique—i.e., having students in the original group number of 1 – 2 – 3, and then having all the 1s work together, all the 2s, etc.). In the new groupings, the same procedure is followed as in step 1.

STEP 3

Working individually, students decide what to change (if anything) in their plans based on the input they received in Steps 1 and 2. The teacher can circulate during this activity and answer individual students' questions.

Wrap-Up: **Debrief/Accountability**

STEP 1

The teacher writes the word “accountability” on the board and draws a circle around the word. He/She then asks students how this word relates to the plans they have made in this lesson. (Students should arrive at the answer that it relates to how they will keep to their plans.) The teacher then configures the students into pairs or small groups and asks them to brainstorm ways that will help hold them accountable to their plans.



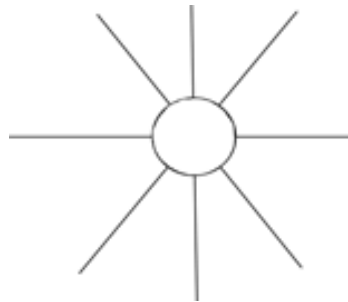
White/blackboard,
chalk/markers



5 minutes

STEP 2

While students are discussing, the teacher creates a “word web” on the board with the circled word “accountability” in the center. Once students have finished discussing, he/she then elicits ideas from them, adding spokes to the “word web” and adding the students’ ideas to the graphic organizer.



STEP 3

The teacher creates a second word web, writing the words “possible presentation venues” in the center. He/She then asks students to share ideas that they came up with from their homework assignment and adds these ideas to the graphic organizer.

The teacher ends the lesson by congratulating students for their accomplishments and telling them that creating an action plan and strategizing for how to keep to the action plan is the first step toward professionalism and success in one’s field.



APPENDIX

UNIT 2



APPENDIX 1A: Conference Pathways Version A

Take turns asking your partner, “What’s going on here at the conference?”
Example: Student A: What’s going on in the picture with the people at the table?
Student B: You mean the one with sign-in sheets? That’s [ANSWER]



Plenary Session



Parallel Sessions



Vendor Tables/Booths



Paper Presentation



Panel Discussion



APPENDIX 1B: Conference Pathways Version B



Registration Tables

Take turns asking your partner, “What’s going on here at the conference?”
Example: Student A: What’s going on in the picture with the people at the table?
Student B: You mean the one with sign-in sheets? That’s [ANSWER]



Expo/Recruiters Hall



Workshop



Networking



Poster Presentations





APPENDIX 1C: Conference Metaphor Discussion Cards

A conference is like a book because...	A conference is like a box of chocolates because...	A conference is like the jungle because...	A conference is like a jigsaw puzzle because...	A conference is like a doctor because...
A conference is like swimming because...	A conference is like fashion because...	A conference is like a glass of water because...	A conference is like a marathon because...	A conference is like the ocean because...
A conference is like a playground because...	A conference is like soccer because...	A conference is like a chair because...	A conference is like ice-cream because...	A conference is like brushing your teeth because...
A conference is like sleeping because...	A conference is like a computer because...	A conference is like a classroom because...	A conference is like a car because...	A conference is like <i>The Voice</i> because...



APPENDIX 1D: What Would You Do? Cards

<p>I go to a lot of conferences, and I know the topic of this conference very well already. I'm worried I'll be bored.</p> <p>What would you do?</p>	<p>This is my first conference. I'm not a leading expert in my profession, but I'm the only person here from my country. I'm afraid to speak out.</p> <p>What would you do?</p>	<p>I want to go to this conference because it will be an incredible opportunity, but my boss doesn't want me to miss work.</p> <p>What would you do?</p>	<p>I usually go to conferences with a group of coworkers, but I won't know anyone at this new conference. I'm worried about going by myself.</p> <p>What would you do?...</p>	<p>My boss is expecting me to report back about my experience after the conference, but I've never done that before. I don't know where to begin.</p> <p>What would you do?...</p>
<p>I applied to present at my dream conference but was not accepted. I'm so upset, and now I'm scared of being rejected again in the future.</p> <p>What would you do?...</p>	<p>I got accepted to present at my dream conference, but I can't afford the registration fee.</p> <p>What would you do?...</p>	<p>I'm scheduled to go to a very dynamic conference next week, and I'm interested in possibly changing jobs soon. I'm not sure what I should do to prepare.</p> <p>What would you do?</p>	<p>I know this upcoming conference is important for my career, but I tend to get overwhelmed by all the information and people at such large events.</p> <p>What would you do?...</p>	<p>I'm worried I won't be able to understand the presentations and conversations at the conference because my English is not good enough.</p> <p>What would you do?</p>



APPENDIX 1E: Image Sources

Panel discussion	http://www.google.com/imgres?imgurl=https://c1.staticflickr.com/9/8434/7685546450_5c883a5e2a_b.jpg&imgrefurl=https://www.flickr.com/photos/22711505@N05/7685546450/&h=524&w=1024&tbid=p8Y2dQ9Ku4UkFM:&zoom=1&docid=XttjAndWyZqCFM&itg=1&hl=en&ei=3Bl1VcGmOcLm8AXpz4DoCg&tbm=isch&ved=0CD8QMygbMBs
Networking	http://www.google.com/imgres?imgurl=https://farm4.staticflickr.com/3291/3097428685_51523acc59_z_d.jpg&imgrefurl=https://www.flickr.com/photos/studholme/3097428685&h=333&w=500&tbid=AGa3jwpS8wVPvM:&zoom=1&docid=wR8i-1u0Zg_fXM&hl=en&ei=0hp1VZWQFMTe8AW1nID4Dg&tbm=isch&ved=0CH0QMyhZMFk
Vendor tables	http://www.google.com/imgres?imgurl=https://farm5.staticflickr.com/4136/4802762528_09f5d16088_o.jpg&imgrefurl=https://www.flickr.com/photos/srd2725/4802762528/&h=1952&w=3264&tbid=GmOtDGqfNjHqWm:&zoom=1&docid=EageKPZp40QYDM&itg=1&hl=en&ei=ixp1VajWEsaC8gW634L4Dg&tbm=isch&ved=0CCEQMygFMAU
Poster session	http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/7/78/GD09_Poster_Session.jpg&imgrefurl=http://commons.wikimedia.org/wiki/File:GD09_Poster_Session.jpg&h=1886&w=3353&tbid=hTD2yUuci-qyjM:&zoom=1&docid=nZqSAq9uqPIJBM&hl=en&ei=KEd1VeeXA402mwXo1oAY&tbm=isch&ved=0CBwQMygAMAA
Plenary session	http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/en/thumb/f/f4/DUNMUN_2014_Plenary_Session.jpg/1280px-DUNMUN_2014_Plenary_Session.jpg&imgrefurl=http://en.wikipedia.org/wiki/File:DUNMUN_2014_Plenary_Session.jpg&h=853&w=1280&tbid=9xa8ox9GQyQW1M:&zoom=1&docid=jNq_QC1MaFp3jM&itg=1&hl=en&ei=2Ud1VaDIIMH0mwWt2YC4Dw&tbm=isch&ved=0CB8QMygDMAM
Registration table	http://www.google.com/imgres?imgurl=https://farm1.staticflickr.com/214/501056074_541ab99caa_o.jpg&imgrefurl=https://www.flickr.com/photos/sylvar/501056074/&h=2304&w=3456&tbid=_hALMhiJ3_8zVM:&zoom=1&docid=FyVLcqMDkZNVxM&itg=1&hl=en&ei=sEH1VfmMlcW2mQW_14P4Bg&tbm=isch&ved=0CCkQMygNMA0
Paper presentation	http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/f/fb/Arts_Combinat%2525C3%2525B2ries_project_presentation_at_Fundaci%2525C3%2525B3_T%2525C3%2525A0pies.JPG&imgrefurl=http://commons.wikimedia.org/wiki/File:Arts_Combinat%2525C3%2525B2ries_project_presentation_at_Fundaci%2525C3%2525B3_T%2525C3%2525A0pies.JPG&h=1936&w=2592&tbid=NRAU0AhXobWJyM:&zoom=1&docid=_UgmRXOpz7FmFM&hl=en&ei=Skp1Vb2dLqO-mAX34YDIDA&tbm=isch&ved=0CCMQMygHMAc
workshop	http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/7/74/Legal_design_jam_at_Stanford_October_2013_01.jpg&imgrefurl=http://blog.wikimedia.org/2013/10/29/designing-a-user-friendly-trademark-policy/&h=1240&w=2968&tbid=e4PfkDp9HGGDDM:&zoom=1&docid=rWMzfovIcx5nyM&hl=en&ei=_Ut1VcOyD-WomgWXIIOYDA&tbm=isch&ved=0CCMQMygHMAc
parallel	http://www.google.com/imgres?imgurl=https://farm4.staticflickr.com/3847/14677108007_8e35f2c560_o.jpg&imgrefurl=https://www.flickr.com/photos/unfccc/14677108007/&h=950&w=1426&tbid=H2cFQP5FCQbsZM:&zoom=1&docid=k3ycEmoRTPYoiM&itg=1&hl=en&ei=l1p1VZarFqS8mQW46oOoBA&tbm=isch&ved=0CCAQMygEMAQ http://www.google.com/imgres?imgurl=https://farm4.staticflickr.com/3895/14677027658_0eea48c81e_o.jpg&imgrefurl=https://www.flickr.com/photos/unfccc/14677027658/&h=950&w=1426&tbid=ubkTHcvLKI5I4M:&zoom=1&docid=d5dEb3kc5yaswM&itg=1&hl=en&ei=l1p1VZarFqS8mQW46oOoBA&tbm=isch&ved=0CCEQMygFMAU http://www.google.com/imgres?imgurl=https://farm6.staticflickr.com/5557/14883517343_778c9d8b22_o.jpg&imgrefurl=https://www.flickr.com/photos/unfccc/14883517343/&h=950&w=1426&tbid=_JcR-GCpmmwWqM:&zoom=1&docid=HNN4iyb2XFEF_M&itg=1&hl=en&ei=l1p1VZarFqS8mQW46oOoBA&tbm=isch&ved=0CCMQMygHMAc
Expo hall/recruiters	http://www.google.com/imgres?imgurl=http://upload.wikimedia.org/wikipedia/commons/e/e0/2014_SHRM_Annual_Conference_and_Exposition.JPG&imgrefurl=http://en.wikipedia.org/wiki/Society_for_Human_Resource_Management&h=3072&w=4608&tbid=PMqQgE4WcIWT2M:&zoom=1&docid=kFOP6xGYMRmeM&hl=en&ei=F1x1VbTREtSE8gWc9YGIW&tbm=isch&ved=0CB4QMygCMAI

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APPENDIX 2A: Tips for Determining if a Conference is Real


The most important tip!

1. Is the conference established and known in your field? Ask and get recommendations from colleagues.
2. Look at the organizing committee. Are they well-known and active in their field? Google their names and see what comes up.
3. Google the conference and see how old it is or how many references it has.
4. Who is sponsoring it? Is the sponsor well-known and trustworthy? Go to the sponsor's website to make sure that they really are sponsoring the conference.
5. Check for the conference on this list of possibly fake conferences:
<http://scholarlyoa.com/publishers/>
6. Don't worry! Like all things, the more you do this, the better you will be at it and the more you will know which ones are the reputable conferences!



APPENDIX 2B: Comparing Conference Features Webquest

Work with your partner to browse the websites for 3 conferences and fill in the table below.

	Focus Research, theory, or practice What was a recent theme?	Format Frequency, length, types of sessions	Audience Size, professions, geographical distribution	Requirements Cost of attendance, presentation application	Other Notes
Conference # 1 <hr/> (name)					
Conference # 2 <hr/> (name)					
Conference # 3 <hr/> (name)					



APPENDIX 3A: Conference Session Note-Taking Frame (Cornell Notes)

• Main Idea	• Key words and ideas
• Key Question (written after notes are completed)	• Important people/dates/places
	• Repeated/stressed info
	• Ideas from the board
	• Info from the textbook or stories
	• Diagrams and pictures
	• Formulas
Summary of your notes in your own words	

Session Topic:	
2. Reduce – After recording notes, crystalize the main idea(s).	1. Record – Make note of details.
3. Review/Reflect – Summarize the most important takeaways from your notes	



APPENDIX 3B: Partially-Filled Note Frame

Taking Notes on Paper in the Digital Age	
	<p>Part A:</p> <ul style="list-style-type: none">• Italian company - Moleskine paper notebooks• Double-digit sales growth, in tandem with digital revolution• Not nostalgia; shows customers have both paper and digital parts of their lives <p>-----</p> <p>Part B:</p> <ul style="list-style-type: none">• For digital natives, paper-based notes are novel• Research (<i>Psychological Science</i>) found students who took paper notes scored higher on a comprehension test than those who took notes on laptops• Synthesize vs. transcribe• Desirable difficulty



APPENDIX 3C: Action Plan for Giving Presentations

Learning Objective	Activities that will help me obtain this objective/sequence	Benchmarks/How will I evaluate myself?
Example: Be less nervous when speaking	<ul style="list-style-type: none">- Ask my boss to let me give more speeches to international agencies- Ask local schools if I can give a talk about Health (or your subject)- Join a speech giving club like Toastmasters- Give as many presentations as possible, even if I'm nervous	<ul style="list-style-type: none">- I will compare how I feel now to how I feel in 5 months- I will videotape myself and compare how I look over 5 months- I will write a journal about how I feel and compare it over 5 months
Example: Apply to conferences	<ul style="list-style-type: none">- Ask my colleagues about conferences in our field- Look up the "Call for Proposals" of major conferences- type all of the parts- Ask colleagues to read over my work- <u>Submit it!</u>	<ul style="list-style-type: none">- Did I look up the information?- Did I ask my colleagues to help?- <u>Did I submit a proposal!?</u>





UNIT 3

CONFERENCE ABSTRACTS



Introduction to Conference Abstracts

This unit consists of two parallel sets of lesson plans for two different types of conference abstracts, descriptive and informative. During these lessons, students learn the structure and components of abstracts, write a rough draft, and work through the process of revising their abstracts draft.

Background

Writing a conference **abstract** can be intimidating for any student or professional. Abstracts are essentially advertisements for research projects or presentations. Conference committees review abstracts to determine whether or not a presentation or paper is accepted to a conference, and conference participants read the abstracts to decide which presentations they will attend. Potential presenters from any language background can find it very challenging to condense detailed research, large issues, or a lengthy project into a short abstract with a strict word limit.

This unit features two parallel lesson plan sets that each cover a different type of conference abstract. Before teaching this unit, the teacher must decide which type of abstract, a **descriptive abstract** or **informative abstract**, is more appropriate for the needs of the students.



Abstract - a concise summary of the contents of a book, article, or oral presentation

Conference Abstract - an abstract that is submitted for consideration of acceptance to a conference

Descriptive Abstract - summary or outline of the work, project, research, organization, etc., that will be described during the presentation, with three main structure components: **Background**, **Purpose**, and **Scope/Objectives**

Informative Abstract - a summary of a research project or paper that follows the same general format as a scientific paper, with four main structure components: **Background** (also referred to as Purpose), **Methods**, **Results** (or Findings), and **Conclusions** (or Implications)

Approach

In order for students to reap the greatest benefits from these lessons, it is important that they come prepared with a conference presentation topic (a research study, a project, an organization, etc.) on which to base their **abstract**. Like any good piece of writing, writing an abstract is a multi-step process that incorporates proof-reading and feedback.

The first lesson of each parallel set features a pre-writing planning session, an important model for students to use whenever they engage in any academic or professional writing. The students are taught the structure of an abstract and given examples of abstracts to read and analyze for content, grammar, and language usage. The lesson then goes on to cover guidelines and recommendations for writing a conference abstract, and students are given time and tools to begin to draft a rough outline of their own conference abstracts.

The second lesson of each parallel set takes students through a structured feedback and revision process which can also be applied to other areas of academic or professional writing. During this lesson, students provide each other with comments and advice on their abstract drafts and learn tips for tailoring their abstract to a specific conference theme. The lesson ends with students independently making revisions to their abstracts.

Throughout these lessons, the Integrated Content comments in the Notes for Teachers boxes provide suggestions to the teacher on how to tie the lesson content to students' professional areas of interest and to integrate content-specific language into the activities. Incorporating vocabulary and materials that are specific to the students' fields of work or study helps to make the lessons relevant to the immediate communication and/or professional needs of the students. This increases student motivation and helps to foster a more positive learning environment.

Lesson	Objectives
1- Writing Descriptive Conference Abstracts	<ul style="list-style-type: none"> • Learn the common components of a descriptive conference abstract • Analyze the components of a completed descriptive conference abstract • Draft a basic outline of a descriptive conference abstract
2- Descriptive Conference Abstracts Revisions	<ul style="list-style-type: none"> • Modify the draft of a descriptive conference abstract • Provide effective peer feedback to fellow students • Recognize the importance of conference themes in the abstract submission process • Tailor an abstract to the theme or sub-themes of a specific conference
3- Writing Informative Conference Abstracts	<ul style="list-style-type: none"> • Learn the common components of an informative conference abstract • Analyze the components of a completed informative conference abstract • Draft a basic outline of an informative conference abstract
4- Informative Conference Abstracts Revisions	<ul style="list-style-type: none"> • Modify the draft of an informative conference abstract • Provide effective peer feedback to fellow students • Recognize the importance of conference themes in the abstract submission process • Tailor an abstract to the theme or sub-themes of a specific conference



Lesson 1: Writing Descriptive Conference Abstracts



- Learn the common components of a descriptive conference presentation abstract
- Analyze the components of a completed conference presentation abstract
- Draft a basic outline of a conference presentation abstract



Student Copies:

- ***Descriptive Conference Abstract Examples*** handout
- ***Writing a Descriptive Conference Presentation Abstract*** worksheet

Single Copy or Reference:

- ***Descriptive Conference Abstract Examples (Teacher Answer Sheet)***
- Student school/work project or research

Props, Technology, or Other Resources:

- Computer, LCD, Internet access
- ***Writing Descriptive Conference Abstracts*** PowerPoint



Warm-Up: Conference Dilemma



The teacher asks students to decide which presentation to attend at a conference when confronted with parallel presentations; students look at several examples of abstracts and choose the one they would attend.



**Writing Descriptive
Conference Abstracts**

PowerPoint

**Descriptive Conference
Abstract Examples**

handout



10 minutes

Activity 1: Components of Descriptive Conference Abstracts



The teacher provides a definition of descriptive abstracts and their components using an example in the provided PowerPoint.



**Writing Descriptive
Conference Abstracts**

PowerPoint



15 minutes

Activity 2: Abstract Analysis Task



The teacher provides two types of sample abstracts; students identify the common components.



**Writing Descriptive
Conference Abstracts**

PowerPoint

**Descriptive Conference
Abstract Examples**

handout

**Descriptive Conference
Abstracts Examples (Teacher
Answer Sheet)**



15 minutes

Activity 3: Planning an Abstract



The students brainstorm in response to question prompts to prepare writing a conference abstract, and then write points for each of the abstract components.



**Writing Descriptive
Conference Abstracts**

PowerPoint

**Writing a Descriptive
Conference Presentation
Abstract** handout



20 minutes

Wrap-Up: Reviewing Abstracts



The teacher reviews abstract components and fields students' questions.



None



5 minutes

Warm-Up: **Conference Dilemma**

STEP 1

The teacher asks for a show of hands concerning how many students have attended and/or presented at a professional conference.

He/She asks students to name the conferences they have attended and share any initial impressions they had about conference attendance.



Writing Descriptive Conference Abstracts

PowerPoint

Descriptive Conference Abstract Examples

handout



10 minutes

STEP 2

Slide #2 of the **Writing Descriptive Conference Abstracts** PowerPoint (see **Appendix 1D**) and has the students read the dilemma to themselves.

The teacher then asks students to share what they would do in this situation and how they would solve the dilemma. Once several answers have been elicited, the teacher explains that, in general, conference attendees read the abstracts that are provided in the conference booklet in order to decide which presentations will be the most relevant and interesting.



Slide #2



STEP 3

The teacher passes out the **Descriptive Conference Abstract Examples** handout (see **Appendix 1A**), and students read the three abstracts silently to themselves.

The teacher then asks the students to rank the presentations according to their first, second, and third choices. Students turn to a partner and explain their rankings.



NOTE TO TEACHERS

Integrating Content: *In lieu of the provided abstracts, the teacher can choose three examples of conference abstracts from the students' field of work or study to use for Step 2 of this activity. The same three conference abstracts can then be used in **Activity 2: Abstract Analysis Task**.*

Examples of conference abstracts can be found by searching for past proceedings of conferences in the field. For example, conference abstracts on the topic of climate change can be found at <http://www.ncbi.nlm.nih.gov/books/NBK231170/?report=reader>.

STEP
4

The teacher asks the students to guess what an abstract is based on the examples that they were given.

After several answers, the teacher asks the class to keep those definitions in mind as they move through the PowerPoint to **slide #6, What is an Abstract?**

The teacher asks where else the students might encounter abstracts besides a conference booklet (introducing research papers, on project websites, on the back cover or flyleaf of books, etc.)



Slide #6

What is an Abstract?

- A condensed form of a longer piece of writing, presentation, project, etc.
- A summary or an overview; **NOT** a review or an evaluation.
- An original document, **NOT** an excerpt; contains key words and ideas
- A critical submission component for presenting at a professional conference

Activity 1: Components of Descriptive Conference Abstracts

STEP 1

The teacher explains to the students that they are going to learn how to write a professional conference abstract during this lesson based on a current or former project that the students have worked on. The teacher walks the students through the introduction of the PowerPoint, and then the teacher shares **slides #7 - #9**, explaining the role, audience, and purpose of descriptive conference abstracts.



Writing Descriptive Conference Abstracts

PowerPoint



20 minutes



#7

What is a Conference Abstract Used for?

For consideration to present at a professional conference

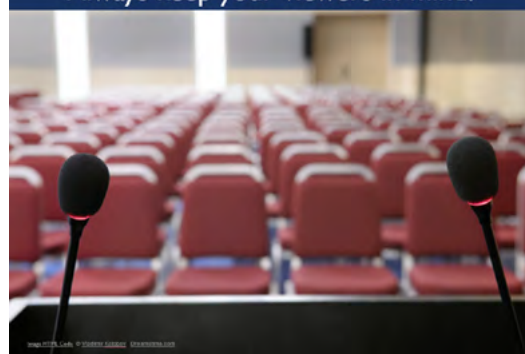
Viewers:

- **Primary audience:** conference review committee
- **Secondary audience:** conference attendees



#8

Always keep your viewers in mind.



#9

How is a Descriptive Abstract Used?

Purpose:

- an advertisement for your presentation
- an appeal to a wide audience
- an overview of research-based presentations



#10

Features of Descriptive Conference Abstracts

- Generally less than 100 words
- A summary or outline of the work, project, research, organization, etc. that will be described during the presentation

STEP 2

The teacher introduces **slides #10 - #12** and explains that a 100-word abstract is often used by those presenting a work or school project, company description, etc., and is generally not used for presentations of a scientific research paper or study. The teacher emphasizes there are only three parts to descriptive conference abstracts.

The teacher may want to acknowledge that even though there are only three sections to this type of abstract, it is quite hard, even for native speakers, to distill or condense a presentation or paper into a few concise sentences.

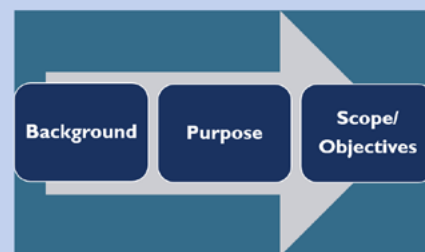
#11

2. Descriptive Abstract Structure



#12

Three Main Components



STEP
3

The teacher goes over **slide #13**, and then has the students read the Background Example on **slide #14**.

The teacher asks the students which key words show that the topic is related to the field of English. The teacher should listen for *English*, *working language*, and *ASEAN*.

#13

Component 1: Background

One/two general sentence(s) explaining why the topic is important in the field

Ask yourself these questions:

- Why should people care about this topic?
- What drew me to this topic to begin with?

#14

Component 1: Background, cont.

Background Example

The Lower Mekong countries are ramping up development to better their citizens' living standards and meet the requirements for Association of South East Asian Nations (ASEAN) Economic Integration. Solving development issues revolves around working together and sharing expertise in English, ASEAN's working language.

STEP
4

The teacher then discusses **slide #15**, and then has the students read the Purpose Example found on **slide #16**.

The teacher asks the students which key words show what will happen during the presentation. The teacher should listen for *look at the second year*.

#15

Component 2: Purpose

One/two sentence(s) describing what will happen during the presentation

Ask yourself these questions:

- Why should my audience expect?
- What will I discuss?
- How will I interact with my audience?

#16

Component 2: Purpose, cont.

Purpose Example

This presentation will look at the second year of the US State Department's Lower Mekong Initiative English Support Project, which prepares government officials from five countries to participate in and present at regional and international conferences.

STEP 5

The teacher continues and talks through the Scope/Objective description and questions on **slide #17**, and then has the students read the Scope/Objectives Example on **slide #18**.

The teacher explains the expression *take away* if necessary.

The teacher asks the students to provide key words that show what the readers will learn or “get” if they attend the presentation. The teacher should listen for *receive* and *curriculum*.



#17

Component 3: Scope/Objectives

The “take away” --what participants will gain from the presentation

Ask yourself these questions:

- What knowledge will my audience leave with?
- What main ideas do I want to share?



#18

Component 3: Scope/Objectives, cont.

Scope/Objectives Example

Participants will receive the curriculum used in the 40-hour seminars and learn tips for using authentic materials.

STEP 6

The students read the entire abstract on slide #19.



#19

How Long Is It?

The Lower Mekong countries are ramping up development to better their citizens' living standards and meet the requirements for the Association of South East Asian Nations (ASEAN) Economic Integration. Solving development issues revolves around working together and sharing expertise in English, ASEAN's working language. This presentation will look at the second year of the US State Department's Lower Mekong Initiative English Support Project, which prepares government officials from five countries to participate in and present at regional and international conferences. Participants will receive the curriculum used in the 40-hour seminars and learn tips for using authentic materials.

97 Words!

Activity 2: Abstract Analysis Task

STEP 1

The teacher divides the students into small groups, and gives each group the number 1, 2, or 3. The group's number corresponds to the abstract that they will look at.

The teacher puts up **Slide #21 Task: Analyze Abstract Components** and talks through the instructions with students.



#21

Task: Analyze Abstract Components

1. Reread your abstract, and underline the sentence/s that describe the **background**.
2. **Highlight** the sentence/s that describe the **purpose**.
3. **Circle** the sentence/s that describe the **scope**.
4. Identify the verb tense used in each of the three sections.
5. Compare your answers with the rest of your group.



Writing Descriptive Conference Abstracts

PowerPoint

**Descriptive Conference
Abstract Examples**
handout

**Descriptive Conference
Abstract Examples**
(Teacher Answer Sheet)



15 minutes

STEP 2

The students work in their small groups to identify and underline the sentence/s in their assigned abstract that describe the presentation's background, highlight the sentence/s that describe the presentation's purpose, and circle the sentence/s that describe the scope.

The students also analyze the verb tenses of each of the three components.

The teacher moves around the classroom to answer questions as students complete the tasks.

STEP 3

The teacher asks groups to share their answers aloud with the class. The teacher draws the students' attention to the fact that all of the abstracts use similar tenses for the three components.

Activity 3: Planning an Abstract

STEP 1

The teacher goes over **slides #22 - #28**, discussing guidelines and final recommendations for writing abstracts. In particular, the teacher stresses the importance of following the abstract guidelines of the individual conference, reminding students that each conference will have different requirements for abstract content, length, formatting, etc.



Writing Descriptive Conference Abstracts PowerPoint

Writing a Descriptive Conference Presentation Abstract handout



20 minutes



#22

Steps for Writing Effective Abstracts

1. Think about your presentation and/or research with the goal of writing your abstract in mind.

What do you want to say about the:

- Background
- Purpose
- Scope/Objectives



#23

Steps for Writing Effective Abstracts, cont.

2. Write a rough draft **WITHOUT** looking back at it
 - Consider the main parts of the abstract listed above
 - Do not summarize in a



#24

Steps for Writing Effective Abstracts, cont.

3. Revise and edit
 - Compare the abstract content and direction to the theme and purpose of the conference
 - Remove extra words and phrases
 - Have a colleague read the abstract to check the content and look for errors
 - Check that the conforms to the conference submission guidelines



#25

Find a second set of eyes to check for errors.



#26

Abstract Style Tips

The abstract should...

- be understandable as a stand-alone document
- focus on summarizing the overall presentation
- be consistent with what you will share in your presentation
- follow organization's font, margins, word (or character) limit, etc., guidelines



#27

Follow the Four C's

1. **Complete** — it covers the four major components of the research project.
2. **Concise** — it is not too wordy and contains no unnecessary information.
3. **Clear** — it is readable, well organized, and doesn't include too much jargon.
4. **Cohesive** — it flows smoothly between the components.



Final Thoughts

- A conference abstract informs potential attendees as to the content of your conference presentation (and/or research)
- The goal is to interest people in your work
- It must meet all the guidelines of the conference organizers
- Seek help for editing and proofreading

STEP
2

The teacher hands out **Writing a Descriptive Conference Presentation Abstract** handout (see **Appendix 1C**). The students read through the five guiding questions on the first part of the worksheet, and then work independently to brainstorm responses to the questions for their own personal presentation. After a few minutes of brainstorming, the teacher has the students discuss their responses to the questions with a partner.

STEP
3

The students reflect on, then write responses to the questions in the grid on the second part of the worksheet. Their answers can be in full sentences or bullet points. This will be the skeleton that the students will use to write the first draft of their abstract. The teacher moves around the class, answering questions as they arise.

Option: If time and technology permit, the teacher can have the students in small groups search for conference abstract submission guidelines on the Internet. The students type in **conference abstract submission guidelines** + [their field of study] into the search engine and then read the abstract guidelines together, noting information such as length, mode of submission, abstract components, suggested themes, formatting requirements, etc.; they then report on the guidelines to the whole class.

Wrap-Up: Reviewing Abstracts

STEP
1

The teacher elicits the answers to the following questions:



None



5 minutes



"What is the purpose of a conference abstract?"

"What are the three sections of an abstract?"

"Where can you find the guidelines for writing a conference abstract?"

"Should writers rely on their own editing and proofreading skills?"

STEP 2

The teacher should reiterate to the class that writing an abstract is not an easy task, and students will have the opportunity to revise their drafts more than once in the following lesson.



Homework

The teacher assigns homework from **Slide #29**: to write a 100 to 150-word descriptive abstract based on their own PowerPoint presentation. Alternately, the abstract can be based on a school project, work project, etc. Students list each sentence separately and identify the component.

Alternately, if the students have no experience writing an abstract and the course length is long enough to allow for several drafts and revisions, the word limit can be expanded to 200, etc., with the goal of reaching a 100 or 150-word abstract.



#29

Homework

- Write a first draft of a 100-150 word descriptive conference abstract based on your project PPT
- List each sentence separately and identify the component



NOTE TO TEACHERS

It is critical that students follow the prescribed conference guidelines when they write an abstract, otherwise their abstract may not even be considered for submission. Maintaining the proper word count is an important aspect. If students do not know how to use the word count function in their word processing program, the teacher can teach it as an add-on the lesson. In today's online submission processes, many conference websites cut off the abstract when the word count is reached.

To do a word count, open a new document in a word processing program. Highlight and copy the text from the slide; paste it in the new document. The number of words will appear in the status bar at the bottom of the document.

Alternately, click on Review (or Tools) at the top of the program. Click on Word Count. This will also display the text's character count. One last option is to simply highlight the words you wish to count and look at the very bottom left-hand portion of the screen. The first number you see in the formula x/x is the word count for your highlighted text. The second number is the total words in the document. Remember, the title is not included as part of the abstract word count.



Lesson 2: Descriptive Conference Abstract Revisions



- Modify the draft of a descriptive conference abstract
- Provide effective peer feedback to fellow students
- Recognize the importance of conference themes in the abstract submission process
- Tailor an abstract to the theme or sub-themes of a specific conference



Student Copies:

- ***Descriptive Conference Abstracts Peer Revision Checklist*** handout
- ***Tips for Revising Your Abstract*** worksheet

Single Copy or Reference:

- ***Soft and/or hard-copy of conference abstract first draft***
- Example themes from field-specific conferences

Props, Technology, or Other Resources:

- Computer, LCD, internet access
- ***Conference Abstracts*** PowerPoint printed as a handout

Lesson Plan



1 hour 15 minutes

Warm-Up: Opinion Continuum



The teacher elicits how students found the writing of their first draft; the students rate their answers on a continuum.



None



5 minutes

Activity 1: Peer Review



The teacher asks students to exchange their drafts with a partner, to provide feedback using a checklist, and ask questions, etc., while the teacher moves around the classroom fielding questions.



**Descriptive Conference
Abstract Peer Revision
Checklist** handout

*Student Conference Abstract
first draft*



25 minutes

Activity 2: Tips for Revisions



The teacher shares ideas for revising an abstract while focusing on how to adapt the language to align with the conference theme.



**Tips for Revising Your
Abstract** handout

Example conference themes



20 minutes

Activity 3: Student Revisions



Students revise their first drafts.



Conference Abstracts

PowerPoint printed as a handout

Descriptive Conference Abstract Peer Revision Checklist handout

Student Conference Abstract first draft



20 minutes

Wrap-Up: Giving Advice



Students reflect on what they've learned during the abstract writing lessons. They choose three pieces of advice that they would give a colleague writing an abstract for the first time.



None



5 minutes

Optional Homework: *Draft 2*



Teachers may assign students to write a second draft of their abstract.

Warm-Up: **Opinion Continuum**

STEP 1

The teacher draws a continuum on the board. At one end of the continuum, the teacher writes Very Easy. At the other end of the continuum, the teacher writes Very Difficult. The students copy the continuum into their notebooks.



None



5 minutes

Very Easy

Very Difficult



STEP 2

The teacher asks the students about the rough draft writing process for their abstract. The students write the name of the abstract section onto the continuum depending on how easy or difficult they found writing that section of the abstract to be. The teacher asks:



"How easy or difficult was it to write the background?"

"How easy or difficult was it to write the purpose?"

"How easy or difficult was it to write the scope/objectives?"

Example: If a student found the background to be somewhat difficult to write, the purpose to be very easy, and the scope/objectives to be somewhat easy, their continuum would look something like this:

Very Easy

Very Difficult



X

X

X

Purpose

Scope

Background

STEP 3

The teacher asks several students to share their answers with the class.

Activity 1: Peer Review

STEP 1

The teacher asks permission from a student to show his/her first draft of the abstract to the class as an example. The teacher puts the example up on the document camera or pulls it up on a computer, and then passes out the ***Descriptive Conference Abstracts Peer Revision Checklist*** handout (see **Appendix 2A**) to the class.



***Descriptive
Conference
Abstracts Peer
Revision Checklist***
handout



25 minutes

Together, the class looks at the example first draft and walks through each of the points on the revision checklist, offering feedback aloud. The class can refer to the handout with PowerPoint slides from the previous lesson as needed.

The teacher models asking the volunteer student questions about any part of his/her abstract that is unclear or needs additional explanation. The teacher can also model giving specific feedback on points as needed. The teacher should model giving feedback in a positive and supportive manner. If there are other points that the teacher thinks need to be addressed during the peer revisions, the students can write those points on the bottom of the handout.

STEP 2

The teacher pairs up the students, and the pairs exchange their rough drafts. First, each student reads through his/her partner's rough draft to get an overall idea of the writing. The student then goes back to the beginning, reads the draft as he/she answers the checklist questions, and takes notes on the grammar, content, length, etc.

STEP 3

Students then give the checklist along with the draft back to their partners. The students take a few minutes to read through the notes and comments that their partners provided, then ask each other questions, and discuss the suggested revisions. The teacher moves around the room and is available for questions. Depending on the available time, the teacher may ask students to exchange their drafts a second or third time to give and receive additional feedback from their classmates.



NOTE TO TEACHERS

Before engaging the class in any peer feedback activities, the teacher should introduce students to the concept of constructive criticism. Constructive criticism is defined as offering valid and thoughtful responses about the work of others. Students should focus on providing a balance of positive comments and suggestions for improvement, and focus on delivering them in a friendly and helpful manner.

*One method that students might want to use is the “**sandwich method**,” where the feedback starts with a compliment, then mentions the critique, then mentions something else that is positive. For example: “I like your title a lot. But I think it would be better to use the active voice. This is sure to interest participants.”*

Activity 2: Tips for Revisions

STEP 1

The teacher passes out **Tips for Revising Your Abstract** handout (see **Appendix 2B**).

The teacher shares ideas for revising an abstract while focusing on how to adapt the language to align with the conference theme.



Descriptive Conference Abstracts Peer Revision Checklist handout

Tips for Revising Your Abstract handout



20 minutes



“What tips have you used before when doing writing revisions?”

“Are there any tips that are brand new?”

“What tips do you think are the most important or helpful?”

“What tips do you think will be the most difficult to follow?”

STEP 2

The teacher draws the students’ attention to the **Tailor Your Abstract to Fit the Conference Theme or Sub-Themes** section and to the final two tips of the page. The teacher asks the students to brainstorm themes from conferences in their field that they’ve attended in the past, or to come up with suggestions of potential conference themes.

If the students have reliable access to the internet, they may search for conference themes in their field on their phones or computers. If there is no access to the internet, the teacher may want to come prepared with several example themes. The class selects three of the themes, and the students write them down on their handout.

STEP
3

The students select one of the conference themes written on their paper, then discuss with a partner or a small group why they selected that particular theme, and describe how they can adapt their presentation and abstract to align with it.

STEP
4

The students circle or highlight one or two key words from their selected conference theme, and then rewrite one or two sentences from their abstract so that the sentences include the key words.

Example:

Theme: Global Communication in the 21st Century.

Abstract Sentence: English language students frequently have a multitude of pronunciation issues, and teachers of all levels can struggle to know where to begin and which areas of instruction will be the most valuable to their students.

Abstract Sentence after Revision: English language students frequently have a multitude of pronunciation issues, teachers of all levels can struggle to know where to begin and which areas of instruction will be the most valuable in meeting the communication needs of their students.

STEP
5

The teacher calls on several students to share their rewritten sentences with the entire class.

Activity 3: Student Revisions

STEP 1

Using the notes from the **Descriptive Conference Abstracts Peer Revision Checklist** handout, students revise their abstract drafts while the teacher moves around the room answering questions and checking student work.

STEP 2

The teacher asks the students to think about what the next steps in their abstract writing revisions will be. The students share their next steps aloud with the class.



**Descriptive
Conference Abstracts
Peer Revision
Checklist** handout



20 minutes

Wrap-Up: Giving Advice

STEP 1

The teacher asks the students to imagine that a friend or colleague is writing an abstract for a conference for the first time and asks them for advice.

The students choose three pieces of advice that they've learned from the lessons on abstracts that they would give to their friend, and share the advice with a partner.



None



5 minutes



Lesson 3: Writing Informative Conference Abstracts



- Learn the common components of an informative conference abstract
- Analyze the components of a completed informative conference abstract
- Draft a basic outline of an informative conference abstract



Student Copies:

- ***The Four Components of an Informative Conference Abstract*** handout
- ***Informative Conference Abstract Analysis*** handout
- ***Writing an Informative Conference Abstract*** handout
- ***Informative Conference Abstract Examples*** handout

Single Copy or Reference:

- ***Informative Conference Abstract Analysis (Teacher Answer Sheet)***

Props, Technology, or Other Resources:

- Student school/work project or research
- Computer, LCD, Internet access
- ***Conference Abstracts*** PowerPoint printed as a handout



Warm-Up: Conference Dilemma



The teacher asks how students decide which presentation to attend at a conference when confronted with parallel presentations; students look at several examples of abstracts and choose the one that they would attend.



Informative Conference

Abstract Examples handout prepared by teacher

Writing Informative Conference Abstracts

PowerPoint



10 minutes

Activity 1: Components of Informative Abstracts



The teacher provides a definition of informative abstracts and their components using an example in the provided PowerPoint; students examine a sample abstract to review the contents of each component.



Writing Informative Conference Abstracts

PowerPoint

The Four Components of an Informative Conference Abstract handout



25 minutes

Activity 2: Abstract Analysis Task



The teacher provides two sample abstracts; students identify the four components for each abstract.



Writing Informative Conference Abstracts

PowerPoint

Informative Conference Abstract Analysis handout

Informative Conference Abstract Analysis (Teacher Answer Sheet)



15 minutes

Activity 3: Planning an Abstract



Students brainstorm in response to question prompts to prepare writing a conference abstract, and then write points for each of the abstract components.



**Writing Informative
Conference Abstracts**

PowerPoint

**Writing an Informative
Conference Abstract**

handout



20 minutes

Wrap-Up: Reviewing Abstracts



The teacher reviews abstract components and fields students' questions.



None



5 minutes

Homework: Abstract First Draft



Students write a first draft based on a school/work project or research project.

Warm-Up: **Opinion Continuum**

STEP 1

The teacher shows the students **slide #2** of the **Writing Informative Conference Abstracts** PowerPoint (see **Appendix 3E**) and has the students read the dilemma to themselves.

The teacher then asks students to share what they would do in this situation and how they would solve the dilemma.

Once several answers have been elicited, the teacher explains that, in general, conference attendees read the abstracts that are provided in the conference booklet in order to decide which presentations will be the most relevant and interesting.

STEP 2

The teacher passes out three examples of conference abstracts (ideally chosen from the students' field of study and prepared by teacher); students read the abstracts silently to themselves. The teacher then asks the students to rank the presentations according to their first, second, and third choices. Students turn to a partner and share their rankings.

STEP 3

The teacher asks the students to guess what an abstract is based on the examples that they were given.

After several answers, the teacher asks the class to keep those definitions in mind as they move through the PowerPoint to **slide #6, What is an Abstract?**

The students compare their responses with the definitions on the slide. The teacher asks where else the students might encounter abstracts besides a conference booklet (introducing research papers, on project websites, on the back cover or flyleaf of books, etc.).



Writing Informative Conference Abstracts PowerPoint

**Informative
Conference Abstract
Examples**, from
students' field of study
(to be selected by the
teacher)



10 minutes



#2

Turn & Talk

You are attending a professional conference. At 10:00am, there are four parallel presentations on subjects in your field of expertise. How do you decide which presentation to attend?



#6

What is an Abstract?

- A condensed form of a longer piece of writing, presentation, project, etc.
- A summary or an overview; **NOT** a review or an evaluation.
- An original document, **NOT** an excerpt; contains key words and ideas
- A critical submission component for presenting at a professional conference



NOTE TO TEACHERS

Integrating Content: *The teacher will need to choose three examples of informative conference abstracts from the students' fields of work or study to use for Step 2 of this activity. The same three conference abstracts can then be used for additional analysis if desired in Activity 2: Abstract Analysis Task.*

Examples of conference abstracts can be found by searching for past proceedings of conferences in the field. Ideally, the abstracts would be taken from a conference in the region that students could potentially attend. For examples of abstracts from several different fields, see below.

Conference abstracts in the field of climate change can be found at:

<http://www.ncbi.nlm.nih.gov/books/NBK231170/?report=reader>

Conference abstracts in the field of health can be found at:

<http://www.ncbi.nlm.nih.gov/books/NBK231170/?report=reader>

*Abstracts for multiple years of conferences in the areas of social and economic sciences, including economics, finance, business, and administration can be found at: **<http://www.iises.net/proceedings>***

*Abstracts for multiple years and conferences in the field of education can be found at: **<http://www.eden-online.org/publications/proceedings.html>***

*Conference abstracts from the field of agriculture and land management can be found at: **https://www.conference-service.com/GLPOSM16/download/dnz93t5j/detailed_program_2.html***

Activity 1: Components of Informative Conference Abstracts

STEP 1

The teacher explains to the students that they are going to learn how to write a professional conference abstract during this lesson based on a current or former project that the students have worked on. The teacher walks the students through the introduction of the PowerPoint, and then shares **slides #7 - 9**, explaining the role, audience, and purpose of informative conference abstracts.

STEP 2

The teacher introduces **slides #10 - 11** and explains that an informative abstract is a concise summary of a research project or paper that follows the same general format as a scientific paper, with four main structure components: Background (also referred to as Purpose), Methods, Results (or Findings), and Conclusions (or Implications).

The teacher may want to acknowledge that it can be quite hard, even for native speakers, to distill or condense a presentation or paper into a 150-250 words.

STEP 3

The teacher then guides the students through **slides #12 - 19**, briefly discussing each of the four structure components, and giving several examples of language that can be used for the component.

STEP 4

The teacher passes out **The Four Components of an Informative Conference Abstract** (see **Appendix 3A**) handout to further illustrate differences between the four components.



Writing Informative Conference Abstracts PowerPoint



25 minutes



#7

What is a Conference Abstract Used for?

For consideration to present at a professional conference

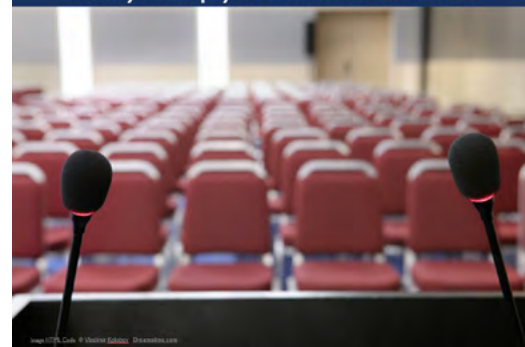
Viewers:

- **Primary audience:** conference review committee
- **Secondary audience:** conference attendees



#8

Always keep your viewers in mind.



#9

What is an Informative Conference Abstract Used for?

Purpose:

- an advertisement for your presentation
- an appeal to a wide audience
- an overview of research-based presentations

The teacher reviews with students the type of information that is included in each of the four components (Background, Method, Results, Conclusions). He/She then configures students into pairs or small groups and asks them to discuss how the information in each section of the sample abstract corresponds to what should be included.

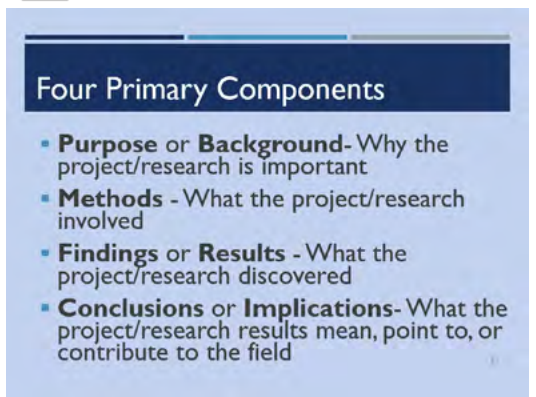
After the pairs/groups have had a chance to discuss, the teacher brings the class back to whole class format and asks volunteer students to share their answers.



#10



#11



Activity 2: Abstract Analysis Task

STEP 1

The teacher passes out the **Informative Conference Abstract Analysis** handout (see **Appendix 3B**), and gives the students time to read through the two sample abstracts. The students work with a partner to identify the four different structure components (Background, Method, Results, and Conclusions) in both of the abstracts. The students also note the verb tenses used in each of the four sections, following the instructions on **slide #21**.

STEP 2

The teacher leads the class in checking the answers. For each section, the teacher asks what words or phrases were used to signal the section to the reader (Ex: *approach, examines, the results indicate, the preliminary results, conclusion, etc.*). Students complete the tasks.

Option: For additional practice identifying the components of an informative conference abstract, the teacher can have students look at the **Informative Conference Abstract Examples** handout from the warm-up activity in this lesson (to be prepared by the teacher).



Writing Informative Conference Abstracts
PowerPoint

Informative Conference Abstract Analysis handout

Informative Conference Abstract Analysis (Teacher Answer Sheet)



30 minutes



#21

Task: Analyze Abstract Components

1. Reread your abstract, and underline the sentence/s that describe the **Purpose** or **Background**.
2. **Highlight** the sentence/s that describe the **Methods**.
3. **Circle** the sentence/s that describe the **Findings** or **Results**.
4. Underline the sentence/s that describe the **Conclusions** or **Implications**.
5. Identify the verb tenses used in each of the four sections.
6. Compare your answers with the rest of your group.



NOTE TO TEACHERS

Integrating Content: *Rather than use the **Informative Conference Abstract Analysis** handout provided at the end of the lesson plan, the teacher can have the students analyze the three abstracts used in the Warm-Up: Conference Dilemma activity at the start of the lesson. This will give the students more experience working with familiar language from their field of work or study, as well as make the activity more relevant.*

Step 1: The teacher divides the students into small groups and gives each group the number 1, 2, or 3. The group's number corresponds to the abstract that they will look at. The teacher puts up Slide #21, Task: Analyze Abstract Components and talks through the instructions with students.

Step 2: The students work in their small groups to identify and underline the sentence/s in their assigned abstract that describe the presentation's background/objectives, highlight the sentence/s that describe the presentation's methods, circle the sentence/s that describe the results/findings, and underline the sentence/s that describe the conclusions or implications.

The students also analyze the verb tenses of each of the four components. The teacher moves around the classroom to answer questions as students complete the tasks.

Step 3: The teacher asks groups to share their answers aloud with the class. For each section, the teacher asks what words or phrases were used to signal the section to the reader.

For more recommendations and sample abstracts, check out the following websites:

<http://uss.tufts.edu/arc/HOW%20TO%20WRITE%20AN%20ABSTRACT%20for%20Tufts%20Symp.pdf> (Provides writing tips and samples of abstracts from 11 different academic fields)

<http://www.uniteforsight.org/global-health-university/abstracts-data> (Provides a contrast and analysis of a low- and high-quality research-based abstract from the health care field)

http://www.trussel2.com/segal/Files/080806%20write%20strong%20abstract_for%20non-web%20use.pdf (Provides writing tips for abstracts and three samples of abstracts written in three different styles)

Activity 3: Planning an Abstract

STEP 1

The teacher goes over **slides #22 - 28**, discussing guidelines and final recommendations for writing abstracts. In particular, the teacher stresses the importance of following the abstract guidelines of the individual conference, reminding students that each conference will have different requirements for abstract content, length, formatting, etc.

STEP 2

The teacher hands out **Writing an Informative Conference Abstract handout** (see **Appendix 3D**). The students read through the five guiding questions on the first part of the handout, and then work independently to brainstorm responses to the questions for their own personal presentation. After a few minutes of brainstorming, the teacher has the students discuss their responses to the questions with a partner.

STEP 3

The students reflect on and then write responses to the questions in the grid on the second part of the worksheet. Their answers can be in full sentences or bullet points. This will be the first skeleton that the students will use to write the first draft of their abstract. The teacher moves around the class and answers questions as they arise.

Option: If time and technology permit, the teacher can have the students search for conference abstract submission guidelines on the internet in small groups. The students type in conference abstract submission guidelines + their field of study into the search engine, and then read the abstract guidelines together, noting information such as length, mode of submission, abstract components, suggested themes, formatting requirements, etc., and report out on the guidelines to the full class.



Writing Informative Conference Abstracts

PowerPoint

Writing an Informative Conference Abstract handout



20 minutes



#22

Steps for Writing Effective Abstracts

1. Think about your presentation and/or research with the goal of writing your abstract in mind.

What do you want to say about the:

- Purpose
- Methods
- Results
- Conclusions
- Recommendations



NOTE TO TEACHERS

It is critical that students follow the prescribed conference guidelines when they write an abstract, otherwise their abstract may not even be considered for submission.

Maintaining the proper word count is an important aspect. If students do not know how to use the word count function in their word processing program, the teacher can teach it as an add-on the lesson.

In today's online submission processes, many conference websites cut off the abstract when the word count is reached. To do a word count, open a new document in a word processing program. Highlight and copy the text from the slide; paste it in the new document. The number of words will appear in the status bar at the bottom of the document.

Alternately, click on Review (or Tools) at the top of the program. Click on Word Count. This will also display the text's character count. Remember, the title is not included as part of the abstract word count.

Wrap-Up: **Reviewing Abstracts**

STEP
1

The teacher elicits the answers to the following questions:



None



5 minutes



"What is the purpose of a conference abstract?"

"What are the main sections of an informational conference abstract?"

"Where can you find the guidelines for writing a conference abstract?"

"Should writers rely on their own editing and proofreading skills?"

STEP
2

The teacher should reiterate to the class that writing an abstract is not an easy task, and students will have the opportunity to revise their drafts more than once in the following lesson.



Homework

The teacher assigns homework from **slide #29**: to write a 150-200 word abstract based on their own PowerPoint presentation. Alternately, the abstract can be based on a school research project, work project, etc. Students list each sentence separately and identify the component.

Alternately, if the students have no experience writing an abstract and the course length is long enough to allow for several drafts and revisions, the word limit can be expanded to 250, etc., with the goal of reaching a 150 or 200-word abstract.



Lesson 4: Informative Conference Abstract Revisions



- Modify the draft of an informative conference abstract
- Provide effective peer feedback to fellow students
- Recognize the importance of conference themes in the abstract submission process
- Tailor an abstract to the theme or sub-themes of a specific conference



Student Copies:

- ***Informative Conference Abstract Peer Revision Checklist*** handout
- ***Tips for Revising Your Informative Conference Abstract*** handout

Single Copy or Reference:

- ***Soft and/or hard-copy of conference abstract first draft***
- Example themes from field-specific conferences

Props, Technology, or Other Resources:

- Computer, LCD, internet access

Lesson Plan



1 hour 15 minutes

Warm-Up: Opinion Continuum



The teacher elicits how students found the writing of their first draft; the students rate their answers on a continuum.



None



5 minutes

Activity 1: Peer Review



The teacher asks students to exchange their drafts with a partner, to provide feedback using a checklist, and ask questions, etc., while the teacher moves around the classroom fielding questions.



**Informative Conference
Abstract Peer Revision
Checklist** handout

*Student Conference
Abstract first draft*



25 minutes

Activity 2: Tips for Revisions



The teacher shares ideas for revising an abstract while focusing on how to adapt the language to align with the conference theme.



**Tips for Revising Your
Informative Conference
Abstract** handout

Example conference themes



20 minutes

Activity 3: Student Revisions



Students revise their first drafts.



Conference Abstracts

PowerPoint printed as a handout

Informative Conference Abstract Peer Revision Checklist handout

Student Conference Abstract first draft



20 minutes

Wrap-Up: Giving Advice



Students reflect on what they've learned during the abstract writing lessons and choose three pieces of advice that they would give a colleague writing an abstract for the first time.



None



5 minutes

Optional Homework: Draft 2



Students write a second draft for Lesson 3 if necessary. See Notes to Teacher below.



NOTE TO TEACHERS

The role of peer editing: Depending on the course length and objectives, the teacher may want or need to spend more class time on peer editing in order to extend the number of revisions and classroom feedback sessions. This is especially valuable if the teacher wants to focus on only one or two targeted revision points per session or if the teacher would like to add specific areas that the students are struggling with, such as verb tenses. Additional editing points can be added to the bottom of the **Conference Abstracts Peer Revision Checklist** handout.

Warm-Up: **Opinion Continuum**

STEP 1

The teacher draws a continuum on the board. At one end of the continuum, the teacher writes Very Easy. At the other end of the continuum, the teacher writes Very Difficult. The students copy the continuum into their notebooks.



None



5 minutes

Very Easy

Very Difficult



STEP 2

The teacher asks the students about the rough draft writing process for their abstract. The students write the name of the abstract section onto the continuum depending on how easy or difficult they found writing that section of the abstract to be.



"How easy or difficult was it to write the background/purpose?"

"How easy or difficult was it to write the methods?"

"How easy or difficult was it to write the finding/results?"

"How easy or difficult was it to write the conclusions/implications?"

Example: If a student found the background to be somewhat difficult to write, the methods to be very easy, the results to be somewhat easy, and the conclusions to be very difficult, their continuum would look something like this:

Very Easy

Very Difficult



X

X

X

X

Methods

Results

Background

Conclusions

STEP 3

The teacher asks several students to share their answers with the class.

Activity 1: Peer Review

STEP 1

The teacher asks permission from a student to show his/her first draft of the abstract to the class as an example. The teacher puts the example up on the document camera or pulls it up on a computer and then passes out the **Informative Conference Abstracts Peer Revision Checklist** handout (see **Appendix 4A**) to the class.



**Informative
Conference Abstracts
Peer Revision
Checklist** handout



25 minutes

Together, the class looks at the example first draft and walks through each of the points on the revision checklist, offering feedback aloud. The class can refer to the handout with PowerPoint slides from the previous lesson as needed.

The teacher models asking the volunteer student questions about any part of his/her abstract that is unclear or needs additional explanation. The teacher can also model giving specific feedback on points as needed. The teacher should model giving feedback in a positive and supportive manner. If there are other points that the teacher thinks need to be addressed during the peer revisions, the students can write those points on the bottom of the handout.

STEP 2

The teacher pairs up the students, and the pairs exchange their rough drafts. First, each student reads through his/her partner's rough draft to get an overall idea of the writing. The student then goes back to the beginning, reads the draft as he/she answers the checklist questions, and takes notes on the grammar, content, length, etc.

STEP 3

Students then give the checklist, along with the draft, back to their partners. The students take a few minutes to read through the notes and comments that their partners provided, ask each other questions, and discuss the suggested revisions. The teacher moves around the room and is available for questions. Depending on the available time, the teacher may ask students to exchange their drafts a second or third time to give and receive additional feedback from their classmates.



NOTE TO TEACHERS

Before engaging the class in any peer feedback activities, the teacher should introduce students to the concept of constructive criticism. Constructive criticism is defined as offering valid and thoughtful responses about the work of others. Students should focus on providing a balance of positive comments and suggestions for improvement, and focus on delivering them in a friendly and helpful manner.

One method that students might want to use is the “sandwich method,” where the feedback starts with a compliment, then mentions the critique, then mentions something else that is positive. For example: “I like your title a lot. But I think it would be better to use the active voice. This is sure to interest participants.”

Activity 2: Tips for Revisions

STEP 1

The teacher passes out **Tips for Revising Your Informative Conference Abstract** handout (see **Appendix 4B**).

The students read through the tips, then answer several questions from the teacher as a whole class or in small groups.



**Informative
Conference Abstract
Peer Revision
Checklist** handout
**Tips for Revising Your
Informative
Conference Abstract**
handout



20 minutes



“What tips have you used before when doing writing revisions?”



“Are there any tips that are brand new?”



“What tips do you think are the most important or helpful?”



“What tips do you think will be the most difficult to follow?”



“How easy or difficult was it to write the conclusions/implications?”

STEP 2

The teacher draws the students' attention to the **Tailor Your Abstract to Fit the Conference Theme or Sub-Themes** section and to the final two tips of the page. The teacher asks the students to brainstorm themes from conferences in their field that they've attended in the past or to come up with suggestions of potential conference themes.

If the students have reliable access to the internet, they may search for conference themes in their field on their phones or computers. If there is no access to the internet, the teacher may want to come prepared with several example themes. The class selects three of the themes, and the students write them down on their handout.

STEP
3

The students select one of the conference themes written on their paper, and then discuss with a partner or a small group why they selected that particular theme and how they can adapt their presentation and abstract to align with it.

STEP
4

The students circle or highlight one or two key words from their selected conference theme, and then rewrite one or two sentences from their abstract so that the sentences include the key words.

Example:

Theme: Global Communication in the 21st Century.

Abstract Sentence: English language students frequently have a multitude of pronunciation issues, and teachers of all levels can struggle to know where to begin and which areas of instruction will be the most valuable to their students.

Abstract Sentence after Revision: English language students frequently have a multitude of pronunciation issues, teachers of all levels can struggle to know where to begin and which areas of instruction will be the most valuable in meeting the communication needs of their students.

STEP
5

The teacher calls on several students to share their rewritten sentences with the entire class.

Activity 3: Student Revisions

STEP 1

Using the notes from the **Informative Conference Abstract Peer Revision Checklist** handout, students revise their abstract drafts while the teacher moves around the room answering questions and checking student work.



Informative Conference Abstract Peer Revision Checklist handout



20 minutes

STEP 2

The teacher asks the students to think about what the next steps in their abstract writing revisions will be. The students share their next steps aloud with the class.

Wrap-Up: Giving Advice

STEP 1

The teacher asks the students to imagine that a friend or colleague is writing an abstract for a conference for the first time and asks them for advice.

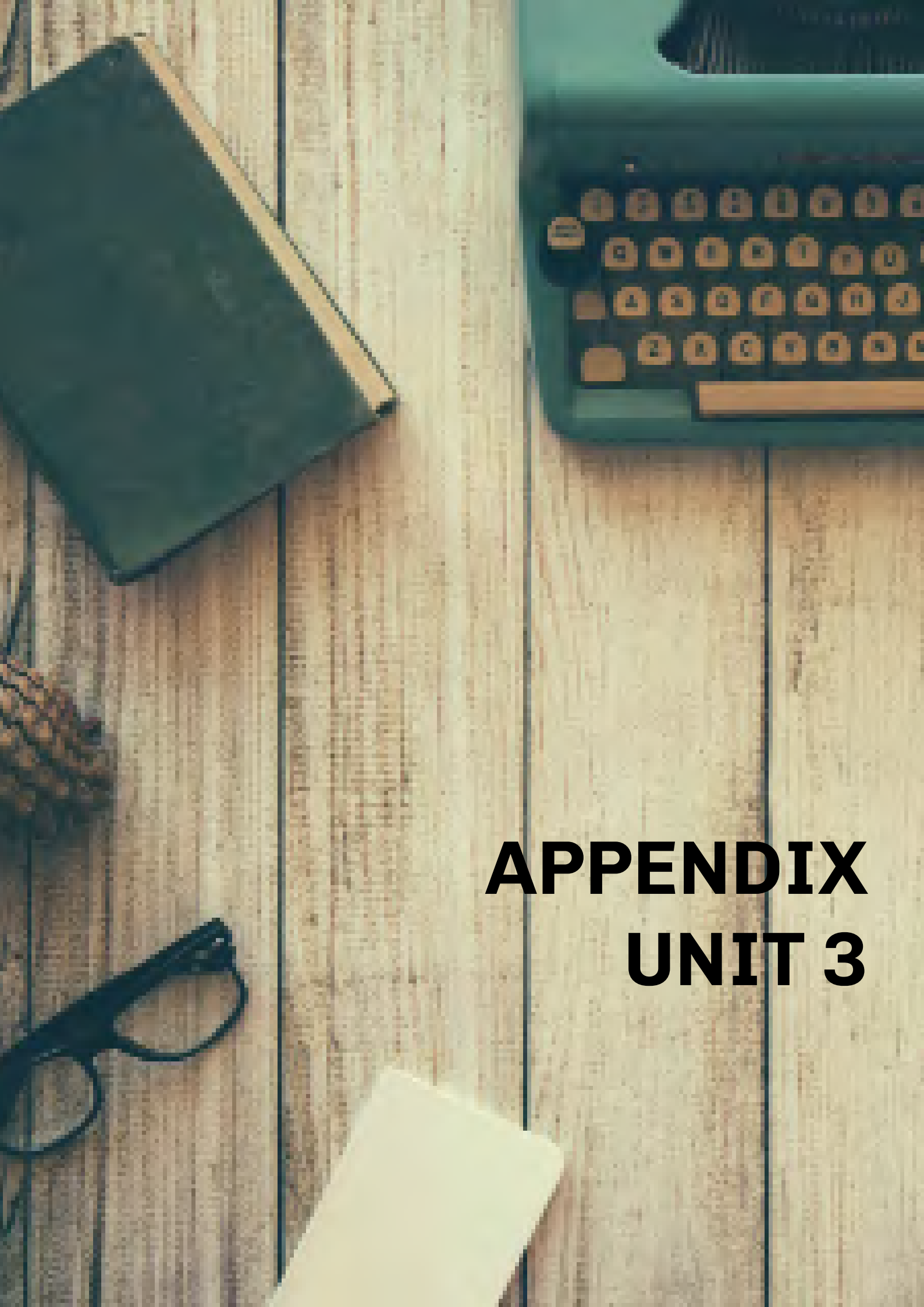
The students choose three pieces of advice that they've learned from the lessons on abstracts that they would give to their friend and share the advice with a partner.



None



5 minutes

A top-down view of a wooden desk. In the top right corner is a teal-colored typewriter with white keys. To its left is a dark green notebook with a light-colored spine. In the bottom left corner are a pair of black-rimmed glasses and a portion of a black pen. A small, blank white rectangular card is positioned at the bottom center of the frame. The text 'APPENDIX UNIT 3' is printed in bold black letters on the right side of the desk.

APPENDIX UNIT 3



APPENDIX 1A: Descriptive Conference Abstracts Examples

Which session would you choose to attend?

Conference Abstract #1:

The Big Picture: Pronunciation Instruction to Improve Intelligibility

English language students frequently have a multitude of pronunciation issues, and teachers of all levels can struggle to know where to begin and which areas of instruction will be the most valuable to their students. This workshop will share tools and techniques for integrating pronunciation instruction into beginning through advanced level classrooms. The focus of the workshop will be on how instruction on prosodic features, such as word and sentence stress, voice settings, and intonation can be effectively utilized in order to increase students' intelligibility in English. Participants to this workshop will have the opportunity to learn a number of pronunciation activities that they can bring back and use in their classrooms immediately.

Conference Abstract #2:

Utilizing Video Clips and Imitation Techniques to Build Pronunciation Skills

The Mirroring Project (MP) is a modular pronunciation project that is characterized by its flexibility and high engagement level with English language students. The MP is a pronunciation instruction technique where an English student copies, or mirrors, a highly intelligible English speaker to help the student improve his/her own English pronunciation. This presentation will provide an overview of the MP in action, as well as video examples and reactions of students who participated in the MP as part of their English studies. Presentation participants will learn the steps to implementing the MP in their own English language classrooms, and learn how to guide and support their students as they work through the project.

Conference Abstract #3:

Integrating Critical Thinking Skills into Classroom Instruction

Critical thinking skills are generally characterized as the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation (Angelo, 1995). As today's students are being exposed to massive amounts of information through technology, it is becoming more and more crucial that they are taught critical thinking skills in order to develop their ability to critically assess this information rather than just take it at face value. As a result, many teachers are being encouraged to integrate critical thinking skills into their classrooms. However, it is not uncommon for teachers to feel unsure of where to begin, especially teachers who work with students at beginning levels. This workshop will introduce different types of critical thinking skills, and provide participants with a variety of classroom activities that can be integrated into English instruction.



APPENDIX 1B: Descriptive Conference Abstracts Examples (Teacher Answer Sheet)

Conference Abstract #1:

The Big Picture: Pronunciation Instruction to Improve Intelligibility

Background: English language students frequently have a multitude of pronunciation issues, and teachers of all levels can struggle to know where to begin and which areas of instruction will be the most valuable to their students. **(Present Simple)**

Purpose: This workshop will share tools and techniques for integrating pronunciation instruction into beginning through advanced level classrooms. The focus of the workshop will be on how instruction on prosodic features, such as word and sentence stress, voice settings, and intonation can be effectively utilized in order to increase students' intelligibility in English. **(Future)**

Scope/Objectives: Participants to this workshop will have the opportunity to learn a number of pronunciation activities that they can bring back and use in their classrooms immediately. **(Future)**

Conference Abstract #2:

Utilizing Video Clips and Imitation Techniques to Build Pronunciation Skills

Background: The Mirroring Project (MP) is a modular pronunciation project that is characterized by its flexibility and high engagement level with English language students. The MP is a pronunciation instruction technique where an English student copies, or mirrors, a highly intelligible English speaker to help the student improve his/her own English pronunciation. **(Present Simple)**

Purpose: This presentation will provide an overview of the MP in action, as well as video examples and reactions of students who participated in the MP as part of their English studies. **(Future)**

Scope/ Objectives: Presentation participants will learn the steps to implementing the MP in their own English language classrooms, and learn how to guide and support their students as they work through the project. **(Future)**

Conference Abstract #3:

Integrating Critical Thinking Skills into Classroom Instruction

Background: Critical thinking skills are generally characterized as the intentional application of rational, higher order thinking skills, such as analysis, synthesis, problem recognition and problem solving, inference, and evaluation (Angelo, 1995). As today's students are being exposed to massive amounts of information through technology, it is becoming more and more crucial that they are taught critical thinking skills in order to develop their ability to critically assess this information rather than just take it at face value. As a result, many teachers are being encouraged to integrate critical thinking skills into their classrooms. However, it is not uncommon for teachers to feel unsure of where to begin, especially teachers who work with students at beginning levels. **(Present simple, Present continuous)**

Purpose: This workshop will introduce different types of critical thinking skills, **(Future)**

Scope/ Objectives: and provide participants with a variety of classroom activities that can be integrated into English instruction. **(Future- continuation from first part of sentence)**



APPENDIX 1C: Writing a Descriptive Conference Presentation Abstract

Instructions: Take a few minutes to think about your presentation, then brainstorm answers to the following 5 Wh questions on a separate sheet of paper. After you’ve finished, share your answers with a partner.

What is important to say during your presentation?

Who is your intended audience?

When (how long) will you speak?

Where will you speak?

Why give this presentation?

Write one or two points or sentences for each of the following components of your abstract.

1	Background: Why is this topic important or necessary in your field?	
2	Purpose: What will happen during the presentation?	
3	Scope/Objectives: What will the audience have gained from the presentation?	

Writing Hint: Ask yourself, “If I were on the committee choosing the presentation proposals based only on the abstracts, would I choose this one? Why?”

APPENDIX 1D: Writing Descriptive Conference Abstracts


Writing Descriptive Conference Abstracts

Advertising Your Conference Presentation



 U.S. DEPARTMENT OF STATE 

Turn & Talk



You are attending a professional conference.

At 10:00am, there are four parallel presentations on subjects in your field of expertise.

How do you decide which presentation to attend?

Image Source: <http://www.pexels.com/photo/business-identity-blank-white-sheet-on-wood-background-6372/> License: CC-BY-NC-ND

APPENDIX 1D: Writing Descriptive Conference Abstracts

Objectives

Participants will be able to:

1. Understand the purpose and structure of a descriptive conference abstract
2. Write a descriptive conference abstract for submission to a professional conference

Outline

1. Overview of Descriptive Abstracts
2. Descriptive Abstract Structure
3. Writing a Successful Conference Abstract

I. Overview of Descriptive Abstracts



Used with permission from Microsoft

What is an Abstract?

- A condensed form of a longer piece of writing, presentation, project, etc.
- A summary or an overview; **NOT** a review or an evaluation.
- An original document, **NOT** an excerpt; contains key words and ideas
- A critical submission component for presenting at a professional conference

APPENDIX 1D: Writing Descriptive Conference Abstracts

What is a Conference Abstract Used for?

For consideration to present at a professional conference

- Viewers:

- **Primary audience:** conference review committee
- **Secondary audience:** conference attendees

Always keep your viewers in mind.

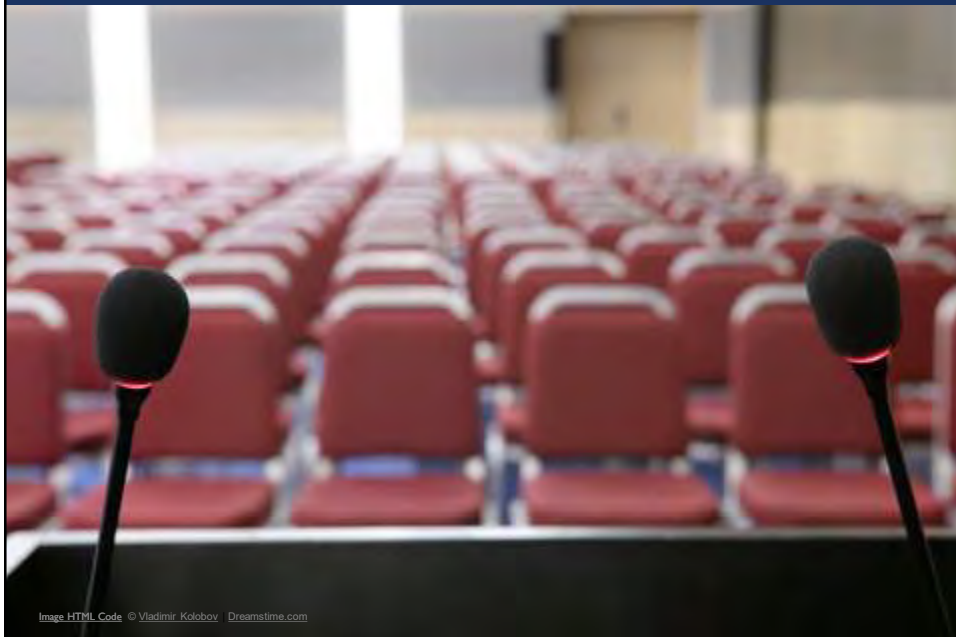


Image HTML Code © Vladimir Kolobov / Dreamstime.com

APPENDIX 1D: Writing Descriptive Conference Abstracts

How is a Descriptive Abstract Used?

- Purpose:
 - an advertisement for your presentation
 - an appeal to a wide audience
 - an overview of research-based presentations

Features of Descriptive Conference Abstracts

- Generally less than 100 words
- A summary or outline of the work, project, research, organization, etc. that will be described during the presentation

APPENDIX 1D: Writing Descriptive Conference Abstracts

2. Descriptive Abstract Structure

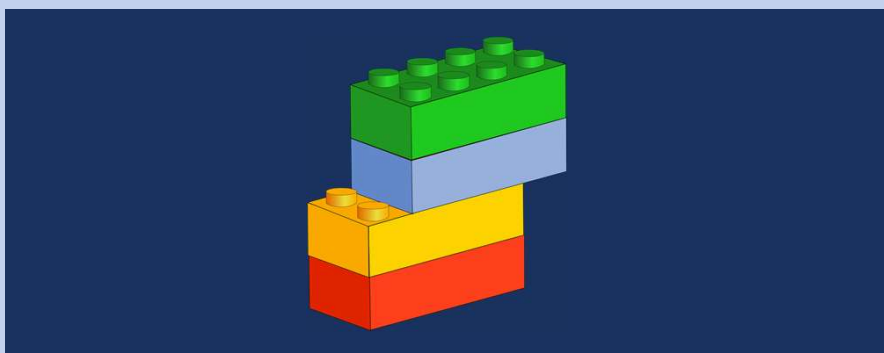
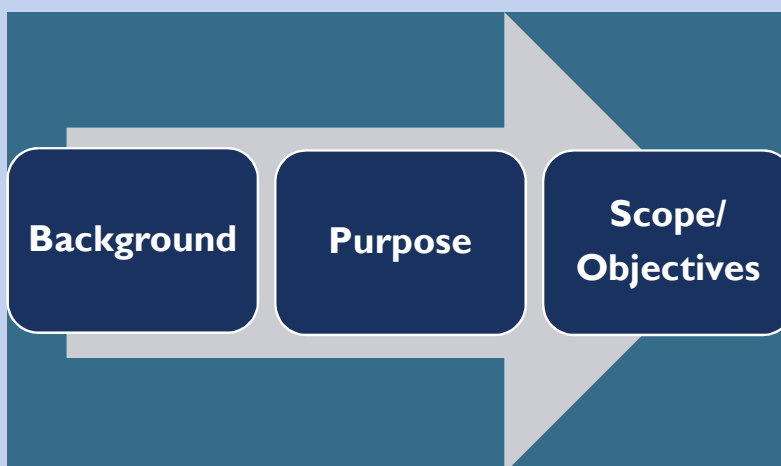


Image Source: <https://pixabay.com/en/blocks-blue-bricks-building-blocks-1295126/> License: CC Public Domain

Three Main Components



APPENDIX 1D: Writing Descriptive Conference Abstracts

Component I: Background

One/two general sentence(s) explaining why the topic is important in the field

Ask yourself these questions:

- Why should people care about this topic?
- What drew me to this topic to begin with?

Component I: Background, cont.

Background Example

The Lower Mekong countries are ramping up development to better their citizens' living standards and meet the requirements for Association of South East Asian Nations (ASEAN) Economic Integration.

Solving development issues revolves around working together and sharing expertise in English, ASEAN's working language.

APPENDIX 1D: Writing Descriptive Conference Abstracts

Component 2: Purpose

One/two sentence(s) describing what will happen during the presentation

Ask yourself these questions:

- Why should my audience expect?
- What will I discuss?
- How will I interact with my audience?

Component 2: Purpose, cont.

Purpose Example

This presentation will look at the second year of the US State Department's Lower Mekong Initiative English Support Project, which prepares government officials from five countries to participate in and present at regional and international conferences.

Component 3: Scope/Objectives

The “take away” --what participants will gain from the presentation

Ask yourself these questions:

- What knowledge will my audience leave with?
- What main ideas do I want to share?

Component 3: Scope/Objectives, cont.

Scope/Objectives Example

Participants will receive the curriculum used in the 40-hour seminars and learn tips for using authentic materials.

APPENDIX 1D: Writing Descriptive Conference Abstracts

How Long Is It?

The Lower Mekong countries are ramping up development to better their citizens' living standards and meet the requirements for the Association of South East Asian Nations (ASEAN) Economic Integration. Solving development issues revolves around working together and sharing expertise in English, ASEAN's working language. This presentation will look at the second year of the US State Department's Lower Mekong Initiative English Support Project, which prepares government officials from five countries to participate in and present at regional and international conferences. Participants will receive the curriculum used in the 40-hour seminars and learn tips for using authentic materials.

97 Words!

3. Writing a Successful Conference Abstract



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APPENDIX 1D: Writing Descriptive Conference Abstracts

Task: Analyze Abstract Components

1. Reread your abstract, and underline the sentence/s that describe the **background**.
2. **Highlight** the sentence/s that describe the **purpose**.
3. **Circle** the sentence/s that describe the **scope**.
4. Identify the verb tense used in each of the three sections.
5. Compare your answers with the rest of your group.

Steps for Writing Effective Abstracts

1. Think about your presentation and/or research with the goal of writing your abstract in mind.

What do you want to say about the:

- Background
- Purpose
- Scope/Objectives

APPENDIX 1D: Writing Descriptive Conference Abstracts

Steps for Writing Effective Abstracts, cont.

2. Write a rough draft **WITHOUT** looking back at it

- Consider the main parts of the abstract listed above
- Do not summarize in a



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Steps for Writing Effective Abstracts, cont.

3. Revise and edit

- Compare the abstract content and direction to the theme and purpose of the conference
- Remove extra words and phrases
- Have a colleague read the abstract to check the content and look for errors
- Check that the conforms to the conference submission guidelines

APPENDIX 1D: Writing Descriptive Conference Abstracts

Find a second set of eyes to check for errors.



Abstract Style Tips

The abstract should...

- be understandable as a stand-alone document
- focus on summarizing the overall presentation
- be consistent with what you will share in your presentation
- follow organization's font, margins, word (or character) limit, etc., guidelines

Follow the Four C's

1. **Complete** — it covers the four major components of the research project.
2. **Concise** — it is not too wordy and contains no unnecessary information.
3. **Clear** — it is readable, well organized, and doesn't include too much jargon.
4. **Cohesive** — it flows smoothly between the components.

Final Thoughts

- A conference abstract informs potential attendees as to the content of your conference presentation (and/or research)
- The goal is to interest people in your work
- It must meet all the guidelines of the conference organizers
- Seek help for editing and proofreading

APPENDIX 1D: Writing Descriptive Conference Abstracts

Homework

- Write a first draft of a 100-150 word descriptive conference abstract based on your project PPT
- List each sentence separately and identify the component



APPENDIX 2A: Descriptive Conference Abstracts Peer Revision Checklist

Instructions: Exchange your abstract with a partner. Read your partner's draft. Using the checklist below, put a tick in the Yes/No/Not sure column. Write your comments or questions in the Comments column.

Share your checklist with your partner. Ask your teacher for help if necessary.

Section and Guiding Questions	Yes	No	Not sure	Comments
Does the draft have a title? Is it in an active voice?				
Does the draft begin with an engaging background or importance statement? Does it use an appropriate tense and voice?				
Does the draft have a purpose? (What will the presenter share) Does it use an appropriate tense and voice?				
Does the draft have a scope/objective? (What will the participants learn/gain from the presentation) Does it use an appropriate tense and voice?				
Is there anything in the abstract that you don't understand?				



APPENDIX 2B: Tips for Revising Your Abstract

1. Do your homework! Read abstracts from previous years of the conference you're applying to. What are the common elements of the accepted presentations?
2. Choose a title that uses active verbs and emphasizes the importance of your project or research.
3. Make sure that your opening sentence is interesting. Use it as an attention-getter for your abstract.
4. Don't put in too many small details. You will use up word space. Stick to big ideas and important findings.
5. Don't go over the word limit, but don't go too far under the word limit. If the abstract guidelines allow for 200 words, don't submit 100.
6. Draft and revise. Writing an abstract takes multiple drafts and practice. Don't expect to have it perfect the first time.
7. Ask for feedback from peers in your field and colleagues. Is it a presentation that they would be interested in seeing?
8. Allow time for editing and revisions.

Tailor Your Abstract to Fit the Conference Theme or Sub-Themes

1. Make sure you understand the theme or focus of the conference and tailor your abstract to fit. For example, if the focus of the conference is on policy and you submit an abstract that looks at an issue without relating it to policy, your presentation is not likely to be selected.
2. Use key words from the conference theme, sub-themes, or conference description in your abstract.

Practice:

- As a class, come up with three themes from conferences that you've attended in the past, or themes from conferences that you might be interested in attending. Write them below.
 1. _____
 2. _____
 3. _____
- Choose one theme. Discuss with a partner how you can adapt your presentation to fit with the theme. Highlight one or two key words that you could include in your abstract. Below, rewrite one or two sentences from your abstract integrating the key words so that your abstract reflects the conference theme.



APPENDIX 3A: The Four Components of an Informative Conference Abstract

Directions: Work with a partner or in small groups. Discuss how the information in the sample abstract below corresponds to the information that should be included for each component. Be prepared to share what you discussed with the class as a whole.

The Role of Livestock in Changing Upland Livelihoods in Northern Lao PDR

Joanne Millar, Charles Sturt University, Australia

Boualy Sengdala, National Agriculture and Forestry Extension Service, Vientiane, Lao PDR

BACKGROUND – Describes the basic setting in which the research was conducted and provides a rationale for its significance

Livestock production in the Lao PDR is playing an increasingly important role in securing rural household income and improving livelihoods in the northern uplands. Traditional systems of low input, free grazing of cattle, buffalo, goats, pigs, and chickens are being replaced by closer management practices. These practices ensure adequate feeds, vaccination, clean water, housing, and controlled breeding. As a result, farmers are benefiting from rapid animal liveweight gains, labour saving and more regular income from sales (both domestic and export). The impact on households is profound; enabling children to attend school, the purchase of clothes, medicines and household items; house repairs and construction; investment in agricultural equipment and motorbikes; stocks of rice and replacement of animals sold.



METHOD – Provides insight into the type and dimensions of the research along with details about the researchers and the research subjects

This paper describes action research conducted over nine years in Xieng Khouang, Huaphan and Luang Prabang provinces to facilitate and evaluate livestock development in selected districts. The project team work with district livestock staff and farmers from Hmong, Khmu, Tai Deng, Tai Dam, Lao Phuan and Lao Loum ethnic Lao groups.



RESULTS – Discusses the tangible findings of the research and the focus of the presentation

Villages and ethnic groups vary in their motivation and capacity to improve livestock production as well as preferences for keeping particular livestock. These differences will be highlighted in the paper along with our research on how to tailor livestock services to poor and remote ethnic farmers in the uplands.



CONCLUSIONS – Highlights the contributions of the research to the field in general; may also give suggestions for future research directions

The paper concludes with a discussion on future challenges and opportunities for upland farmers engaging in livestock production for the Greater Mekong Sub-region.

Source: Third International Conference on Lao Studies, July 14-16, 2010, Khon Kaen, Thailand, laostudies.org/vinya/Conference%20Abstract.final1.pdf



APPENDIX 3B: Informative Conference Abstract Analysis

Instructions: With a partner, analyze the following model abstract from a presentation. Determine the function of each sentence in the model (Background, Method, Results, Conclusions) and label each in the left column. Also, pay attention to the verb tense used in each section. Does the verb tense switch from section to section? If so, in which section(s)?

Abstract #1: Fishing For Solutions: Preserving Fish Biodiversity and Food Security in the Mekong River Basin

Selena Ahmed, Montana State University Sustainable Food and Bioenergy Systems, Assistant Professor

Function of Sentence	Sentence from Abstract
_____	The future of the Mekong, one of the world's greatest rivers providing sustenance to over 60 million people in mainland Southeast Asia, is in peril due to large hydropower projects coupled with urbanization and climate change.
_____	Yet the dire food security aspect of the Lower Mekong Basin (LMB) has not been adequately explored, despite it being the site of the world's biggest inland fishery where communities obtain most of their protein from fish.
_____	This paper, based on field research conducted in all five LMB countries, explores the food security challenges in the system, honing in on fisheries to highlight innovative solutions actors are coming up with.
_____	After first outlining challenges for the LMB as a food system, the paper delves into three kinds of solutions crafted by actors to address them.
_____	These include: 1) university-community collaboration on the LMB with a focus on Thailand's Mae Fah Luang University and efforts to inject a "food sovereignty" dimension to the issue; 2) community-based participatory planning in fisheries in the LMB with a successful case example from Laos; 3) regional-based initiatives incorporating food security like the U.S.-backed Lower Mekong Initiative and indigenous solutions like a research hub recently opened in Vietnam.

Source: Yale Food Systems Symposium, October 18-19, 2013

Abstract #2: Childhoods in Transition: Impacts of Economical, Demographical and Sociological Changes on Northern Lao Children's Lives

Natacha Collomb, Institut de Recherche sur le Sud-Est Asiatique (IRSEA), Paris, France

Function of Sentence	Sentence from Abstract
_____	Rural communities of Northern Laos have to adapt to changes brought about by the Lao economy's liberal turn, by diverse developmental policies backed by NGOs and by the economic pressure of their Chinese neighbor.
_____	These changes concern the economic, demographic and educational fields.
_____	Based on a long time field research among a non Buddhist, rice growing Tai Dam minority of Northern Laos, this paper proposes to explore the impact of such mutations as birth rate reduction, household mononuclearization, intensified schooling, commercialization of the economy on children's daily lives and futures.
_____	As their environment is rapidly extending away from the village, children's social spaces, activities and aspirations no longer merge with their elders'.
_____	I will then address the question, crucial to the villagers, of the formation of a generation gap impairing the conditions, modalities and content of knowledge transmission and hence Tai identity.

Source: Third International Conference on Lao Studies, July 14-16, 2010, Khon Kaen, Thailand, laostudies.org/vinya/Conference%20Abstract.final1.pdf



APPENDIX 3C: Informative Conference Abstract Analysis (Teacher Answer Sheet)

Function of Sentence	Sentence from Abstract
Background	The future of the Mekong, one of the world's greatest rivers providing sustenance to over 60 million people in mainland Southeast Asia, is in peril due to large hydropower projects coupled with urbanization and climate change.
Background	Yet the dire food security aspect of the Lower Mekong Basin (LMB) has not been adequately explored, despite it being the site of the world's biggest inland fishery where communities obtain most of their protein from fish.
Methods	This paper, based on field research conducted in all five LMB countries, explores the food security challenges in the system, honing in on fisheries to highlight innovative solutions actors are coming up with.
Methods	After first outlining challenges for the LMB as a food system, the paper delves into three kinds of solutions crafted by actors to address them.
Results	These include: 1) university-community collaboration on the LMB with a focus on Thailand's Mae Fah Luang University and efforts to inject a "food sovereignty" dimension to the issue; 2) community-based participatory planning in fisheries in the LMB with a successful case example from Laos; 3) regional-based initiatives incorporating food security like the U.S.-backed Lower Mekong Initiative and indigenous solutions like a research hub recently opened in Vietnam.

Function of Sentence	Sentence from Abstract
Background	Rural communities of Northern Laos have to adapt to changes brought about by the Lao economy's liberal turn, by diverse developmental policies backed by NGOs and by the economic pressure of their Chinese neighbor.
Background	These changes concern the economic, demographic and educational fields.
Methods	Based on a long time field research among a non-Buddhist, rice growing Tai Dam minority of Northern Laos, this paper proposes to explore the impact of such mutations as birth rate reduction, household mononuclearization, intensified schooling, commercialization of the economy on children's daily lives and futures.
Results	As their environment is rapidly extending away from the village, children's social spaces, activities and aspirations no longer merge with their elders'.
Conclusion	I will then address the question, crucial to the villagers, of the formation of a generation gap impairing the conditions, modalities and content of knowledge transmission and hence Tai identity.



APPENDIX 3D: Writing an Informative Conference Abstract

Instructions

1. Take a few minutes to think about your presentation, then brainstorm answers to the following 5 Wh questions on a separate sheet of paper.
What is important to say during your presentation?
Who is your intended audience?
When (how long) will you speak?
Where will you speak?
Why give this presentation?
2. After you've finished, share your answers with a partner.
3. Write one or two points or sentences for each of the following components of your abstract.

1	Background/Purpose: Why is this topic important or necessary in your field? What is your motivation?	
2	Methods: What did you actually do to get your results?	
3	Results/Findings: What did you learn, discover, or create as a result of your work?	
4	Conclusions/Implications: What does your project mean to the field? Why is your work important for people to learn about?	

Writing Hint: Ask yourself, "If I were on the committee choosing the presentation proposals based only on the abstracts, would I choose this one? Why?"

APPENDIX 3E: Writing an Informative Conference Abstract

Writing Informative Conference Abstracts

Advertising Your
Conference
Presentation



U.S. DEPARTMENT of STATE

ENGLISH
LANGUAGE
PROGRAMS

Turn & Talk

You are attending a professional conference.

At 10:00am, there are four parallel presentations on subjects in your field of expertise.

How do you decide which presentation to attend?

Image Source: <http://www.pexels.com/photo/business-identity-blank-white-notebook-set-on-wood-background-6372/> License: CC-BY-ND-4.0

APPENDIX 3E: Writing an Informative Conference Abstract

Objectives

Participants will be able to:

1. Understand the purpose and structure of an informative conference abstract
2. Write an informative conference abstract for submission to a professional conference

Outline

1. Overview of Informative Abstracts
2. Informative Abstract Structure
3. Writing a Successful Conference Abstract

APPENDIX 3E: Writing an Informative Conference Abstract

I. Overview of Informative Abstracts



Used with permission from Microsoft

What is an Abstract?

- A condensed form of a longer piece of writing, presentation, project, etc.
- A summary or an overview; **NOT** a review or an evaluation.
- An original document, **NOT** an excerpt; contains key words and ideas
- A critical submission component for presenting at a professional conference

6

APPENDIX 3E: Writing an Informative Conference Abstract

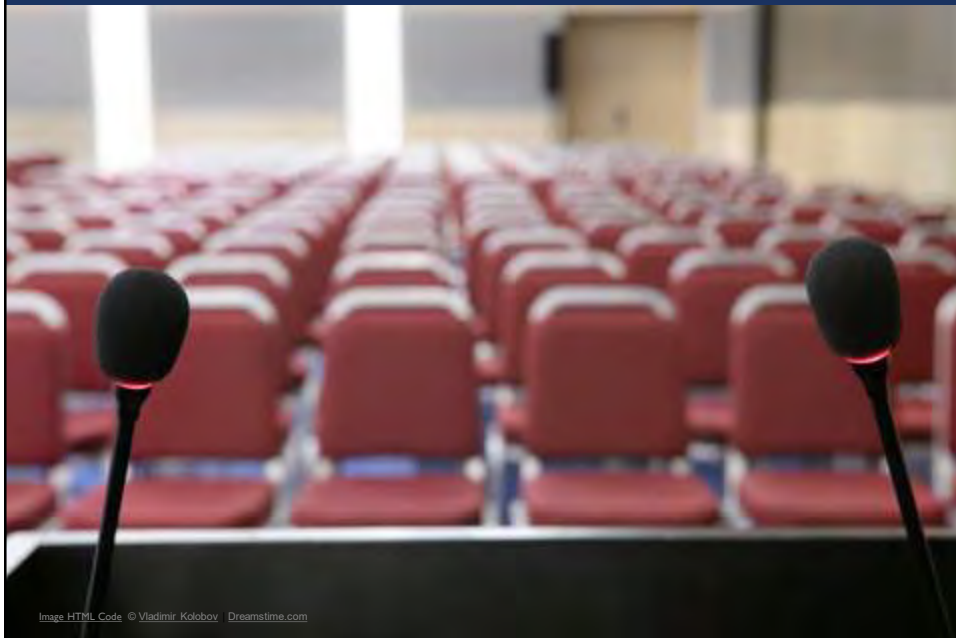
What is a Conference Abstract Used for?

For consideration to present at a professional conference

- Viewers:
 - **Primary audience:** conference review committee
 - **Secondary audience:** conference attendees

7

Always keep your viewers in mind.



APPENDIX 3E: Writing an Informative Conference Abstract

What is an Informative Conference Abstract Used for?

- Purpose:
 - an advertisement for your presentation
 - an appeal to a wide audience
 - an overview of research-based presentations

9

2. Informative Abstract Structure

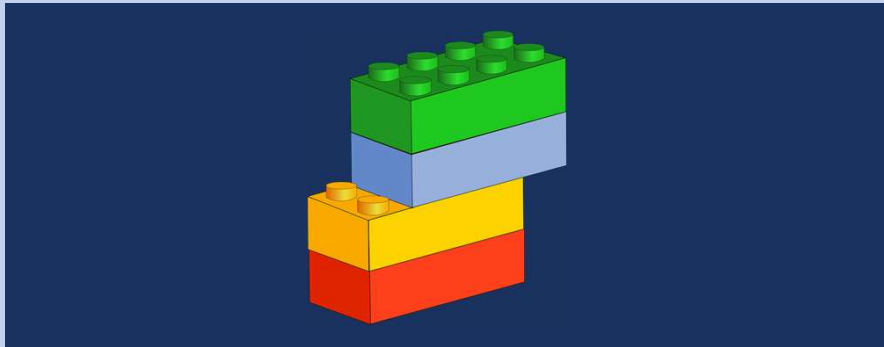


Image Source: <https://pixabay.com/en/blocks-blue-bricks-building-blocks-1295126/> License: CC Public Domain

APPENDIX 3E: Writing an Informative Conference Abstract

Four Primary Components

- **Purpose** or **Background**- Why the project/research is important
- **Methods** - What the project/research involved
- **Findings** or **Results** - What the project/research discovered
- **Conclusions** or **Implications**- What the project/research results mean, point to, or contribute to the field

11

Component I: Purpose

Background/Motivation/Problem Statement

- Set the context
- Explain why your work is important

Ask yourself these questions:

- Why did I start this?
- What is the problem being addressed?.

12

APPENDIX 3E: Writing an Informative Conference Abstract

Component 1: Purpose, cont.

Background example

_____ is a poor country with a population of 19,000,000 people.

Motivation example

_____ requires fifteen new hospitals to serve its citizens.

Problem statement example

_____ citizens often contract cholera during the rainy season.

13

Component 2: Methods

Description of the Parameters

- Communicate the core details of your research or project
- Briefly explain what you did to gather information or address an issue

Ask yourself these questions:

- What did I actually do to get my results?

14

APPENDIX 3E: Writing an Informative Conference Abstract

Component 2: Methods, cont.

Methods examples

A multiple-choice questionnaire was given to a sample of...

Teams of doctors were dispatched to villages...

A mixed-methods approach was used to examine why...

15

Component 3: Results or Findings

Description of Outcomes

- State results and describe what was learned
- Convey as much detail as space allows

Ask yourself these questions:

- What did I learn?
- What happened as a result of my project?

APPENDIX 3E: Writing an Informative Conference Abstract

Component 3: Results or Findings, cont.

Examples

The data showed that the majority of citizens...

The findings revealed that many citizens do not...

Fifty-two percent of all citizens did not...

17

Component 4: Conclusions or Implications

Key Impact of Research or Project

- Possible future effects or results
- Recommendations for future action or study

Ask yourself these questions:

- What do we understand from these results?
- What does it mean?
- Why should people care?

18

APPENDIX 3E: Writing an Informative Conference Abstract

Component 4: Conclusions or Implications, cont.

Conclusion example

These results explain the significant effect of...

The data demonstrated...

Implications example

Building new hospitals may not be the fastest way to...

19

3. Writing a Successful Conference Abstract

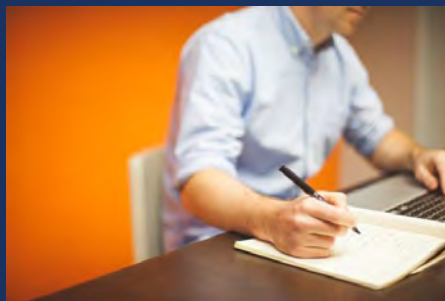


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APPENDIX 3E: Writing an Informative Conference Abstract

Task: Analyze Abstract Components

1. Reread your abstract, and underline the sentence/s that describe the **Purpose** or **Background**.
2. **Highlight** the sentence/s that describe the **Methods**.
3. **Circle** the sentence/s that describe the **Findings** or **Results**.
4. Underline the sentence/s that describe the **Conclusions** or **Implications**.
5. Identify the verb tenses used in each of the four sections.
6. Compare your answers with the rest of your group.

Steps for Writing Effective Abstracts

1. Think about your presentation and/or research with the goal of writing your abstract in mind.

What do you want to say about the:

- Purpose
- Methods
- Results
- Conclusions
- Recommendations

22

APPENDIX 3E: Writing an Informative Conference Abstract

Steps for Writing Effective Abstracts, cont.

2. Write a rough draft **WITHOUT** looking back at it

- Consider the main parts of the abstract listed above
- Do not summarize in a



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Steps for Writing Effective Abstracts, cont.

3. Revise and edit

- Compare the abstract content and direction to the theme and purpose of the conference
- Remove extra words and phrases
- Check that the conforms to the conference submission guidelines

24

APPENDIX 3E: Writing an Informative Conference Abstract

Find a second set of eyes to check for errors.



Abstract Style Tips

The abstract should...

- be understandable as a stand-alone document
- focus on summarizing the overall presentation
- be consistent with what you will share in your presentation
- follow organization's font, margins, word (or character) limit, etc., guidelines

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APPENDIX 3E: Writing an Informative Conference Abstract

Follow the Four C's

1. **Complete** — it covers the four major components of the research project.
2. **Concise** — it is not too wordy and contains no unnecessary information.
3. **Clear** — it is readable, well organized, and doesn't include too much jargon.
4. **Cohesive** — it flows smoothly between the components.

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Final Thoughts

- A conference abstract informs potential attendees as to the content of your conference presentation (and/or research)
- The goal is to interest people in your work
- It must meet all the guidelines of the conference organizers
- Seek help for editing and proofreading

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APPENDIX 3E: Writing an Informative Conference Abstract

Homework

- Write a first draft of a 150-200 word informative conference abstract based on your project PPT
- List each sentence separately and identify the component

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APPENDIX 4A: Informative Conference Abstract Peer Revision Checklist

Instructions: Exchange your abstract with a partner. Read your partner's draft. Using the checklist below, put a tick in the Yes/No/Not sure column. Write your comments or questions in the Notes column.

Share your checklist with your partner. Ask your teacher for help if necessary.

Section and Guiding Questions	Yes	No	Not sure	Comments
Does the draft have a title? Is the title written in an active voice?				
Does the draft begin with an engaging Purpose or Background statement? Does it use an appropriate tense and voice?				
Does the draft have a Methods section? Does it use an appropriate tense and voice?				
Does the draft have a Results or Findings section? Does it use an appropriate tense and voice?				
Does the draft have a Conclusions or Implications section? Does it use an appropriate tense and voice?				
Is there anything in the abstract that you don't understand?				



APPENDIX 4B: Tips for Revising Your Informative Conference Abstract

1. Do your homework! Read abstracts from previous years of the conference you're applying to. What are the common elements of the accepted presentations?
2. Choose a title that uses active verbs and emphasizes the importance of your project or research.
3. Make sure that your opening sentence is interesting. Use it as an attention-getter for your abstract.
4. Don't put in too many small details. You will use up word space. Stick to big ideas and important findings.
5. Don't go over the word limit, but don't go too far under the word limit. If the abstract guidelines allow for 200 words, don't submit 100.
6. Draft and revise. Writing an abstract takes multiple drafts and practice. Don't expect to have it perfect the first time.
7. Ask for feedback from peers in your field and colleagues. Is it a presentation that they would be interested in seeing?
8. Allow time for editing and revisions.

Tailor Your Abstract to Fit the Conference Theme or Sub-Themes

1. Make sure you understand the theme or focus of the conference and tailor your abstract to fit. For example, if the focus of the conference is on policy and you submit an abstract that looks at an issue without relating it to policy, your presentation is not likely to be selected.
2. Use key words from the conference theme, sub-themes, or conference description in your abstract.

Practice:

- As a class, come up with three themes from conferences that you've attended in the past, or themes from conferences that you might be interested in attending. Write them below.
 1. _____
 2. _____
 3. _____
- Choose one theme. Discuss with a partner how you can adapt your presentation to fit with the theme. Highlight one or two key words that you could include in your abstract. Below, rewrite one or two sentences from your abstract integrating the key words so that your abstract reflects the conference theme.



UNIT 4

POWERPOINTS FOR CONFERENCES



Introduction to PowerPoints for Conferences

In this series of five lessons, students will explore the basic components of a quality PowerPoint conference presentation, experience developing their own PowerPoint step-by-step, and hone the design and formatting techniques needed to be successful in this genre. The unit concludes with the students delivering their completed PowerPoint presentations.

Background

Although at first glance deceptively simple, structuring a sound introduction, body, and conclusion for a professional presentation can be quite a challenging process. Conveying information concisely and meaningfully, capturing and maintaining the audience's attention, and choosing visual elements for optimal impact and readability are the primary skills that comprise this unit. As students work collaboratively through the five consecutive lessons in this unit, they begin to independently manage design considerations and apply their newly-acquired skills in their PowerPoint presentations. For the purposes of teaching, the scope of the target PowerPoint is 15 minutes, or any duration that would allow all students to present in class. It is important to note that this unit assumes basic proficiency with PowerPoint technology and individual student access to a computer (computer lab or personal laptops) throughout the lessons. The teacher will also need a computer, LCD projector, and a screen to project the PowerPoints.

This unit can be taught as a stand-alone set of lesson plans; alternatively, it can be taught in conjunction with the Public Speaking and Oral Presentations unit, which enables students to construct a presentation to accompany their PowerPoint. Teachers should also be aware that due to the amount of content and built-in workshopping time, the lessons in this unit last between 90 and 120 minutes. Depending on the class time constraints, teachers may choose to divide a given lesson plan and teach it over two consecutive days.



Analytic Rubric - an evaluation scale that provides multiple scores (e.g., a score for content, a score for grammar, and a score for organization) to evaluate the finished student product; compare **holistic rubric**

Holistic Rubric - an evaluation scale that provides a single score to evaluate the finished student product; compare **analytic rubric**

Project-Based Learning - a model that: a) organizes learning around projects that involve students in design, problem-solving, or decision-making activities; b) takes place over extended periods of time; and c) culminates in products or presentations that simulate real-world experiences.

Rubric - an evaluation tool that uses a set of guidelines to score students' achievement related to a consistent set of learning objectives

Approach

In this **project-based learning** unit, students begin by receiving guidance in selecting an appropriately-sized topic to base their PowerPoint presentation on and learn formatting tips for creating compelling and well-organized slides. Throughout lessons 2, 3, and 4, students become conversant with the recommended 3-part structure for each PowerPoint presentation: introduction, body, and conclusion. Learning occurs through a combination of direct instruction as well as exploration and analysis of PowerPoint examples. During each lesson, students draft their own PowerPoint presentations during in-class workshopping sessions that incorporate both teacher and peer feedback. During the peer feedback activities, students utilize **rubrics** (either **holistic** or **analytic**, depending on teacher choice) to provide formatting and content suggestions for their classmates. These rubrics also provide a useful tool for students to engage in self-analysis of their presentations. Although some time is allotted in the lessons for students to work on their PowerPoints, a significant proportion of the writing is expected to be completed outside of class time.

Lesson 5 offers students the opportunity to present their finished PowerPoints to an audience of their peers and use the chance to use the feedback tools they have acquired to deliver constructive comments on their peers' presentations. It also provides a structured opportunity for students to reflect upon their own presentations and the valuable lessons that were learned over the course of the unit.

Throughout these lessons, the integrated content boxes provide suggestions to the teacher on how to tie the lesson content to students' professional areas of interest and to integrate content-specific language into the activities. Incorporating vocabulary and materials that are specific to the students' fields of work or study helps to make the lessons relevant to the immediate communication and/or professional needs of the students. This increases student motivation and helps to foster a more positive learning environment.

Lesson	Objectives
1- Planning for a Quality Presentation	<ul style="list-style-type: none"> • Select a topic/title that is appropriately calibrated to the scope, timing parameters, and audience of the presentation • Map out a logical sequence of main ideas and details using a graphic organizer • Identify a set of successful practices in designing and formatting a PowerPoint presentation for optimal readability and meaningful impact
2- Overall Rubric and Introduction Slides	<ul style="list-style-type: none"> • State the importance of a rubric in evaluating presentation quality • Apply a rubric to evaluate a peer's presentation • Provide constructive feedback • Identify the components of introductory slides • Draft introductory slides for a conference presentation
3- Body Slides	<ul style="list-style-type: none"> • Produce concise bulleted slide text • Adjust slide text to ensure parallel grammatical structure • Analyze design elements of example body slide collections and evaluate their effectiveness • Apply the body slide rubric to example slide collections to develop informed and reasoned ratings • Independently create body slides using elements of good design • Review a peer's work and offer substantive onstructive feedback

Lesson	Objectives
4- Conclusion Slides	<ul style="list-style-type: none"> • Identify features of effective conference presentation PowerPoint conclusions • Draft a conclusion incorporating effective elements identified • Implement the PowerPoint presentation rubric to evaluate quality, articulating strengths and areas for improvement
5- Wrapping It Up	<ul style="list-style-type: none"> • Deliver a full oral/PowerPoint presentation for an audience • Navigate a question and answer session • Provide feedback to classmates, rating the presentation using a rubric and providing constructive comments • Self-reflect on presentation content and delivery



Lesson 1: Planning for a Quality Presentation



- Select a topic/title that is appropriately calibrated to the scope, timing parameters, and audience of the presentation
- Map out a logical sequence of main ideas and details using a graphic organizer
- Identify a set of successful practices in designing and formatting a PowerPoint presentation for optimal readability and meaningful impact



Student Copies:

- **Choosing an Appropriate Topic/Title** worksheet
- **Idea Map** graphic organizer, printed on two-sides of a sheet
- Student sets of sample slides from the **Effective Presentations Toolkit**, cut apart; available at <https://www.ag.ndsu.edu/evaluation/documents/effective-presentations-a-toolkit-for-engaging-an-audience/view>

Props, Technology, or Other Resources:

- **Formatting PowerPoint Presentations** PowerPoint

Lesson Plan



90 minutes



NOTE TO TEACHERS

In order to fully participate in all of the activities for the PowerPoint Conference Presentation Unit, students should have a presentation topic in mind before beginning this first lesson. If that is not the case, teachers should add in a topic brainstorming and selection activity before they begin the warm-up.

Warm-Up: Recognizing the Importance of Preparation



Students take a “pre-test” to poll their background knowledge and perspectives on the PowerPoint preparation process and its significance.



Scratch paper



5 minutes

Activity 1: Choosing an Appropriate Topic/Title



The teachers and students think aloud and discuss the pitfalls of choosing a topic that is not appropriately suited to the audience or time parameters; students work in pairs to co-construct improved topics and then follow guiding questions to devise their own



Choosing an Appropriate Topic/Title worksheet



35 minutes

Activity 2: Mapping Out Organization



The teacher provides a graphic organizer as a method for planning and organizing presentation content; he/she models filling in the graphic organizer for a sample topic, and then students fill out their own.



Idea Map
graphic organizer



25 minutes

Activity 3: Overall Formatting Tips



The teacher presents PowerPoint with tips for formatting a presentation; students then work in pairs to categorize well and poorly formatted slides.



Formatting Presentations

PowerPoint

Student sets of sample slides from the **Effective Presentations Toolkit**, cut apart



20 minutes

Wrap-Up: Revisiting the Pre-test



The teacher asks class to revisit their answers to the “pre-test” questions to see if their perspective has changed or has stayed the same.



None



5 minutes

Warm-Up: Recognizing the Importance of Preparation

STEP
1

The teacher asks students “pre-test” poll questions:



Scratch paper



5 minutes



“For a 15-minute presentation, how much time do you think should be spent preparing? Why?”

“How about for a 45-minute presentation – would your preparation time be a lot greater? Why or why not?”

Students jot their answers on scratch paper to be saved until the end of the lesson. After about 2 minutes of quiet writing time, the teacher can poll the class, asking everyone to raise their hand if they responded to Question 1 with “less than 30 minutes,” “30 minutes to an hour,” “2 hours,” or “3 hours or more” to get a sense of the range of expectations.

Then the teacher asks for 1-2 volunteers to explain their reasoning. Repeat for Question 2.

STEP 2

The teacher explains that good presentations do not just happen on their own; a lot of work must go on “behind the scenes” in order to produce the final, polished product. Even, or especially, short presentations require careful planning. Presenters must not be deceived into thinking that a simply rendered presentation is simple to prepare. In fact, the shorter the presentation, the more crucial every aspect becomes, as every word and image counts for so much more. A short, impactful presentation takes purposeful wording and well-thought out organization.

Activity 1: Choosing an Appropriate Topic/Title

STEP 1

The teacher hands out **Choosing an Appropriate Topic/Title** worksheet (see **Appendix 1A**) and explains that to begin designing a presentation, an appropriate topic/title is needed. Students should keep their topic in mind as they move through the activity. The teacher, referring to Section A, asks the class:



**Choosing an
Appropriate Topic**
worksheet



35 minutes



“But what makes a topic ‘appropriate’?”

(Possible/expected answer: that it fits the context: the time, the audience, the purpose of what you are trying to communicate)



“What will happen if you choose a topic that is not appropriate in some way?”

(Possible/expected answer: run out of time, have too much time left over, bore the audience, confuse the audience)



“How are the title and topic different?”

(Possible/expected answer: The topic describes more broadly what the speaker will talk about; the title gives a more specific idea of what the speaker will be discussing)

The teacher reinforces the importance of paying careful attention to the specificity and appropriateness of the topic and wording of a presentation's title.

STEP 2

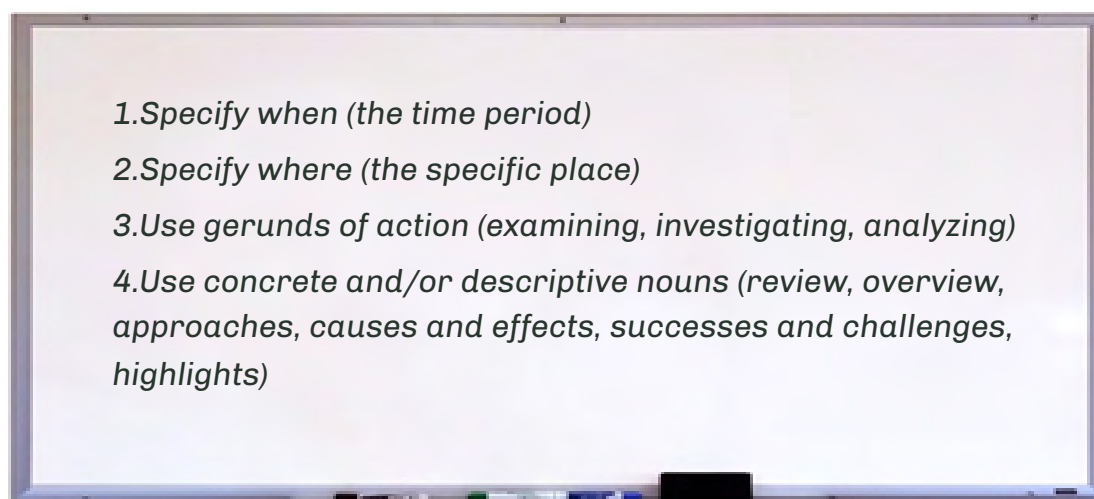
The teacher moves on to explain instructions for Section B, and proceeds to model for #1 the process he/she wants students to follow, by sharing thoughts on the process:



"Mekong River' --that is way too broad. It would be very difficult to try to do justice to all the aspects of the Mekong River in 15 minutes. It has so much social, political, and historical significance. Not to mention its ecological and biological features. How about something like 'Recent Efforts to Combat Pollution in the Mekong River'? Would that provide a more reasonable scope to cover in 15 minutes? There is not one right answer, and choosing a topic is not an exact science, but I do have some wording that could help."

STEP
3

The teacher writes on the board some helpful means of narrowing a topic:



He/She then elicits any other ideas the students have for narrowing a topic.

STEP
4

Students work in pairs to complete Part B. After about 5 minutes, the teacher has pairs write their answers on the board to have a visual display of the variety of ways to improve. The teacher leads the class in a brief discussion comparing the appropriateness of the various responses.



" Which ones seem the best suited for a 15-minute presentation? Why?"

STEP
5

The teacher puts pairs together to form small groups and instructs students to complete Part C, helping one another draft their presentation topic. After about 10 minutes, the teacher asks for a few volunteers to share their title and explain how their group helped them. Alternatively, and if time allows, every student could write his/her title on the board, and the whole class could discuss and help evaluate the appropriateness of each one.

Activity 2: Mapping Out Organization

STEP 1

The teacher hands out the **Idea Map** graphic organizer (see **Appendix 1B**) and explains that it represents the genre of an English-medium conference presentation. There is an expectation for the basic components of introduction, body with main ideas and details, and conclusion. The teacher explains:



Idea Map
graphic organizer



25 minutes



"It seems simple but you would be surprised how many people, for example, fail to make a clear conclusion or provide a distinct introduction to their topic. It is worth spending the time to make these components very clear from the outset. There are various ways to plan out the organization of your presentation."



"Some people like to use sticky notes because it is easy to see the big picture and rearrange your ideas if needed. Other people like to use PowerPoint's 'Slide Sorter' view, while others prefer a traditional written outline. For our purposes, we will use another organization option that can work well: a graphic organizer."

The teacher then proceeds to model filling out the graphic organizer frame on the board based on a content-related topic or news article. The teacher elicits help from the class to decide how best to organize main ideas vs. details, draw a basic conclusion, etc. Students copy onto one side of their paper.

STEP 2

Students take about 10 minutes to fill out their own graphic organizer frame (on the back of the paper) using their own topic/title from Activity 1. The teacher monitors and provides support as needed. Students can share with a partner towards the end of the writing time.

The teacher concludes the activity by indicating that this organization can be adjusted as the class moves through the development process, but it is a very important foundation that will be extremely helpful moving forward.



NOTE TO TEACHERS

Integrating Content: *This model graphic organizer is an excellent opportunity to integrate relevant content. The teacher can base the idea map off of a high-interest news article the class has read or a content-specific conference presentation video they have watched. This will make a more meaningful common reference point as the teacher leads the class in analyzing an organized, coherent model idea map.*

Graphic Organizers (e.g. flowcharts, Venn Diagrams) are any kind of worksheet that combines text with graphics in meaningful arrangements. They are deceptively simple, yet powerful educational tools that have been proven especially effective in teaching language. They reduce linguistic burden, helping learners to make sense of new concepts and to express their own ideas without the demand for full grammaticality. They also serve as efficient note-taking devices, keeping important information concisely organized.

Activity 3: Overall Formatting Tips



Formatting Presentations PowerPoint

Sample sets of 6-8 slides from the **Effective Presentations Toolkit**, cut apart (one cut apart slide set per group of students; slides should represent different design issues). Available at <https://www.ag.ndsu.edu/evaluation/documents/effective-presentations-a-toolkit-for-engaging-an-audience/view>



20 minutes

STEP 1

The teacher shares the following information with the class:



"Have you ever heard the saying, 'The clothes make the man'? Appearances communicate a lot about us. The formatting and design of your slides are like your professional clothes: they are an outward representation of your professionalism. They show how much thought and care have gone into preparing a presentation."



"Although this may seem superficial, it has real implications for how your presentation is received. You may have an amazingly interesting, critical message to share, but if your PowerPoint is disorganized and difficult to read, the audience will not be willing or able to accept your message."

STEP
2

The teacher presents the **Formatting PowerPoint Presentations** PowerPoint (see **Appendix 1C**), narrating each slide in sequence and leaving opportunity for student questions or comments. Following the presentation, the teacher asks students to share impressions of what they have learned and any personal experiences they have had viewing ineffective PowerPoint presentations.

STEP
3

The teacher asks students to work in pairs and distributes sets of sample slides from the **Effective Presentations Toolkit** to each pair (about 6-8 slides per set; one set each per pair of students). Students work together to sort those slides they believe are designed effectively and those that need improvement. After about 7 minutes, the teacher reconvenes the whole group. Pairs share their answers and explain their rationale. This can be in the form of a whole-class discussion. Teachers can check the "answers" in the **Effective Presentations Toolkit**. Alternatively, each pair of students could present its "best" and "worst" slide to the rest of the class.

Wrap-Up: Revisiting the "Pre-Test"

STEP
1

The teacher asks students to look back at their "pre-test" responses from the beginning of the lesson. The teacher points out that the class has only begun the preparation process: No actual drafting has even taken place yet.



None



5 minutes

The teacher asks students to raise their hand if their answers have changed after having experienced some of the preparation process during this lesson. The teacher invites students to comment. If their answers have not changed, the teacher asks students to explain what ideas or activities during this lesson supported their original estimation of time needed for preparing a 15-minute PowerPoint.



Lesson 2: Overall Rubric and Introduction Slides



- State the importance of a rubric in evaluating presentation quality
- Apply a rubric to evaluate a peer's presentation
- Provide constructive feedback
- Identify the components of introductory slides
- Draft introductory slides for a conference presentation



Student Copies:

- **PowerPoint Design and Formatting Rubric** handout
- Printout of **Model Introductory Slide Sets** (to be completed by teacher)

Single Copy or Reference:

- **Sample Feedback Dialogues 1 & 2**

Lesson Plan



1 hour 30 minutes

Warm-Up: Small Group Review



Students discuss key points about PowerPoints from Lesson 1.



None



10 minutes

Activity 1: Evaluating Overall Quality with Constructive Feedback & a Rubric



The teacher provides model dialogues to demonstrate the need for truly constructive feedback in designing a conference presentation PowerPoint; afterwards, the teacher distributes the rubric, aimed at eliciting this kind of specific feedback.



Sample Feedback Dialogues 1 & 2

PowerPoint Design and Formatting Rubric



20 minutes

Activity 2: Components of Introductory Slides



Students analyze model introductory slide sets in groups to determine some common components; afterwards, the whole class establishes a list of common, expected components.



Printouts of **Model Introductory Slide Sets**, to be compiled by the teacher



20 minutes

Activity 3: Drafting Introductory Slides



Students use the rubric to aid them in beginning to independently draft their introductory slides.



None



25 minutes

Wrap-Up: Pair Sharing and Class Reporting



Students share their introductions in pairs and report a useful piece of feedback they received from their partner.



None



15 minutes

Warm-Up: **Small Group Review**

STEP 1

The students discuss the following questions with a partner:



- "1) What is the main purpose of using a PowerPoint?
2) What does a 'good' slide look like?
3) What are the top complaints about presenters' PowerPoint?"*



**Sample Feedback
Dialogues 1 & 2**
handout



10 minutes

STEP 2

The teacher directs the partners to join with another pair and create small groups of four. The teacher calls on several students to share their group's answers with the whole class.

Activity 1: **Evaluating Overall Quality with Constructive Feedback and a Rubric**

STEP 1

The teacher asks students to imagine that after hours of careful, painstaking work, they have just finished the first draft of their PowerPoint. The teacher says "Imagine you're wondering how it looks and are eager to hear some feedback, from me, the instructor." The teacher hands **Sample Feedback Dialogue 1** (see **Appendix 2A**) to "Student A". The teacher and "Student A" read aloud, and afterwards teacher asks for the whole class's reaction:



- "What's wrong with this kind of feedback?
Why might it be better to be more critical?"*



**Sample Feedback
Dialogues 1 & 2**
**PowerPoint Design
and Formatting
Rubric**



20 minutes

STEP 2

The teacher hands **Sample Feedback Dialogue 2** (see **Appendix 2A**) to two different students, "Student B" and "Student C," who then read the dialogue aloud while the class listens. The teacher asks for the whole class's reaction:



"What's wrong with this kind of feedback? How could this critical feedback have been more helpful? "

After briefly hearing student responses, teacher can say,



"To be more analytical, more specific, and to be able to provide truly constructive (helpful) feedback we will use a rubric. A rubric guides us in identifying specific elements of good quality conference presentation PowerPoints. This will be very useful to us throughout the entire process of creation and we'll refer to the rubric often."

STEP 3

The teacher hands out the **PowerPoint Design and Formatting Rubric** (see **Appendix 2B**) and directs class to take turns reading the rubric components aloud. The teacher explains that while the "Big Picture" section will help students see the quantitative snapshot of strengths and areas to improve, the "Glows and Grows" section is the place to provide more specific, qualitative comments. The suggested wording should serve as a scaffold, enabling students to provide this kind of specificity, in particular students who might otherwise lack the English proficiency or language structures to do so.

STEP 4

The teacher asks students to work in pairs to discuss the rubric, circling any words they are still uncertain about and discussing their understanding in general. The teacher asks:



*"Do they agree with the formatting categories and features included?
Would they add any others?
Will they be able to address all of these features by the end of the design process? "*

Any lingering doubts or concerns can be shared out with the whole class.



NOTE TO TEACHERS

The activities in this lesson harness both process-based and genre-based approaches. The concept of drafting, receiving feedback (as with the rubric), and revising accordingly is grounded the notion of writing as an endeavor to develop and synthesize: a process. These lessons should encourage students to view the writing of their PowerPoint as a way to express their unique expertise. On the other hand,

familiarizing students with the set of common expectations (the features of the genre) can be very powerful and should not be overlooked. Providing models and leading students to identify features of the genre help to make explicit some keys to success. In learning the genre of conference presentation PowerPoints, students should be made aware that the common components are not the only options, they are simply the most basic and dependable. Successful variations or deviations from the genre's "norms" can certainly be found, but are usually used in highly-specific contexts or employed by those who have already mastered the basics. See the final page of the **Appendix 2C** for additional resources for creating PowerPoint presentations.

Activity 2: Components of Introductory Slides

STEP 1

The teacher forms groups of 3-4 students and gives each a set of the model introductory slides. For about 10 minutes, groups analyze and discuss the slides, with one student listing any common features they see. The teacher writes some questions on the board to guide students' discussions during this activity. Students should be prepared to share their observations with the whole class.



Printouts of **Model Introductory Slide Sets**, to be compiled by the teacher

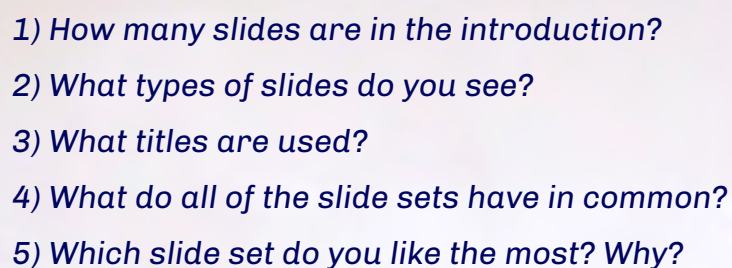


20 minutes



NOTE TO TEACHERS

Integrating Content: The introductory slide sets to be used in this activity are a great opportunity for meaningful, relevant content integration. Since it makes sense for students to read and analyze text that is authentic to their own fields, the teacher should collect slide sets in accordance with the students' professions (e.g. healthcare, international relations, agriculture, etc.) by browsing the internet or contacting a local professional organization. To have enough material for analysis, it would be helpful to have 3-6 different sets of good quality introductory slides relevant to students' area of work. Looking for PowerPoint presentations related to your students' fields of work or study? Slideshare is a presentation repository with thousands of PowerPoints uploaded by professionals and students on a wide variety of topics. You can search for presentations by keyword and topics, then download them for free at <http://www.slideshare.net/>

- 
- 1) *How many slides are in the introduction?*
 - 2) *What types of slides do you see?*
 - 3) *What titles are used?*
 - 4) *What do all of the slide sets have in common?*
 - 5) *Which slide set do you like the most? Why?*

Optional: If the class has space to move around, an alternative to having the students sit and analyze slides in their small groups is to do a **Gallery Walk**, which is a more interactive way to engage with the materials and keep students engaged during the discussion. For this activity, the teacher posts the **Model Introductory Slide Sets** that they have compiled around the room. The students move from slide set to slide set in their small group, taking notes and discussing what they see as they walk around the room. In order to keep students organized as they move between the slide sets, the teacher may want to have students move in the same direction around the classroom. The teacher can give each group one to two minutes per slide set, and call out time when it is time for them to move to the next one.



NOTE TO TEACHERS

A **Gallery Walk** is a learning activity that allows students to be actively engaged as they move around and explore multiple texts or images that are placed around the classroom. This is an excellent method for students to share their work with their peers, respond to a variety of questions, and compare or react to a collection of images. Since the students are expected to physically move around the room as they interact with the articles in the “gallery,” this activity can be especially engaging for students with a kinesthetic learning style.

For a **Gallery Walk**, texts or images are placed around the room either hanging on walls or sitting on tables. The most important factor is that there is enough space between the texts or sets of images that students are able to move around easily without being overly crowded. The task that the students do during the activity will depend on the purpose. If the purpose is to introduce students to new material, they may take basic notes as they view the texts. If they are being asked to look for specific information, they may complete a graphic organizer or answer a series of questions during the walk. The teacher may have students view the materials, and then sit down and record their thoughts and impressions. Students can complete this activity independently, with a partner, or in a small group.

STEP 2

The teacher reconvenes whole class and asks each group to report one common feature they found. As each group shares, the teacher writes down the feature as a component on the board or on poster paper to create a class list. The teacher prompts students to help shape the features they have identified and uses guiding questions to lead a class discussion:



"How many slides are there? What might be an acceptable range for an introduction?"

"What general labels can we use? Are these labels always the exact titles of the slide? (e.g. The general label "Outline" can be phrased as "Agenda" "What to expect" etc.)"

"What about the attention-getting slide – is it present in all of the models? (No) Why might it be helpful to include in any case?"

"What are some different ways to get your audience's attention? (rhetorical question, quick poll/show of hands, image, short video, surprising fact or statistic)"

"What do you think about putting the attention-getting slide first? (could run long and be awkward – safest to introduce yourself first)"

"What elements are included on the title slide? (name, institution, title, subtitle)"

The teacher makes sure the class list includes all of the components from the rubric: title slide with presenter's name and institution, effective attention-getter, explanation of topic and/or objectives, and outline of the main ideas to be covered.

Activity 3: Drafting Introductory Slides

STEP 1

The teacher explains that now is the time to take the exciting step of beginning to draft the PowerPoint. The teacher asks students to use their **Idea Map** graphic organizer (see Lesson 1 as **Appendix 1B**) as a reference, along with the rubric, to take the ideas the class came up with in the warm-up and apply them to their own topic. For the purpose of a 15-minute presentation, the introduction section should have about 3-5 slides. As the students work independently, the teacher monitors, noting any common issues, and provides individual guidance as needed. The teacher can make some brief general comments at the end of the activity such as:



Idea Map
graphic organizer



25 minutes



"Everyone's _____ is looking great – all the components are present and that will set a polished, professional tone for the rest of the presentation." Or "I noticed many of you had some difficulty with _____. Remember, _____"

Wrap-Up: Pair Sharing and Class Reporting

STEP 1

Students turn to someone sitting near them and share their introductions in pairs. The teacher explains that they are to watch and listen as their partner talks through his/her slides, and then provide some oral feedback using the suggested wording from the "Glows and Grows" section of the **PowerPoint Design and Formatting Rubric**.



None



15 minutes

STEP 2

Students report to the whole class the most useful feedback they received from their partner. Depending on class size, this reporting can either be round-robin fashion (everyone reports one thing) or elicited from only a few volunteers.



Lesson 3: Body Slides



- Produce concise bulleted slide text
- Adjust slide text to ensure parallel grammatical structure
- Analyze design elements of example body slide collections and evaluate their effectiveness
- Apply the body slide rubric to example slide collections to develop informed, reasoned ratings
- Independently create body slides using elements of good design
- Review a peer's work and offer constructive feedback



Student Copies:

- **Rubric Cloze Half-Sheet** handout
- **Peer Review Frame and Progress Report Interview** handout

Single Copy or Reference:

- **Reduction Relay Game Cards**, cut apart
- **Body Slide Gallery Collections**, to be compiled by the teacher, printed

Props, Technology, or Other Resources:

- **Creating Body Slides** PowerPoint

Lesson Plan

 2 hours

Warm-Up: Reviewing the Rubric Cloze



Students fill in the blanks of the rubric with key aspects of body slides.



Conference Presentation PowerPoint Design and Formatting Rubric Cloze Half-Sheet handout



5 minutes

Activity 1: Mini-Lesson on Designing Body Slides



The teacher presents a PowerPoint with guidelines about designing the text and images that comprise the body of a presentation.



Creating Body Slides
PowerPoint



15 minutes

Activity 2: Reduction Relay and Parallel Panic Game



Students work in teams, arranged in rows, competing to transform flawed slide text to be more concise and have parallel structure.



Reduction Relay Game Cards to be compiled by the teacher, printed



15 minutes

Activity 3: Gallery Walk and “Crit” Session



With several collections of printed body slides posted around the classroom, students walk around, discuss what they see, and write comments about and discuss the use of text and images in each collection.



Body Slide Gallery Collections, cut apart



25 minutes

Activity 4: Rate and Swap



As an extension or alternative to the Gallery Walk and Crit Session, students work in pairs to practice rating body slides with the rubric.



Body Slide Gallery Collections

Conference Presentation PowerPoint Design and Formatting Rubric Cloze handout



20 minutes

Activity 5: Researching and Drafting Body Slides



Students work independently to begin drafting their own body slides; students can also search for supporting references to inform their work.



None



25 minutes

Activity 6: Peer Review



Students work with a partner to review one another's body slides and offer constructive feedback.



Peer Review Frame and Progress Report Interview handout



10 minutes

Wrap-Up: Progress Report Interview



Students work with a new partner to report on their progress.



Peer Review Frame and Progress Report Interview handout



5 minutes

Warm-Up: **Reviewing the Rubric Cloze**

STEP 1

The teacher passes out the **Conference Presentation PowerPoint Design and Formatting Rubric Cloze Half Sheet** handout (see **Appendix 3A**) to each student. Students work (by themselves or with a partner) to fill in the blanks based on the **Conference Presentation PowerPoint Design and Formatting Rubric** (see **Appendix 2B**) used in Lesson 2. After about 3 minutes, the teacher reconvenes the class to review the answers, asking for volunteers to offer

Answers: (1) *parallel*, (2) *reduced*, (3) *six*, (4) *legible*, (5) *meaningfully*, (6) *balanced*, (7) *main*, (8) *examples*



Conference Presentation PowerPoint Design and Formatting Rubric Cloze Half Sheet handout



5 minutes

Activity 1: **Mini-Lesson on Designing Body Slides**

STEP 1

The teacher introduces the concept of the presentation body by using a metaphor (hamburger, Earth's core, core muscle strength, etc.) to emphasize the importance of the body as the heart and soul of the presentation. The teacher adds:



Creating Body Slides
PowerPoint



15 minutes



"Although the introduction and conclusion must be memorable and capture the audience's attention, the body is how you use and maintain audience attention to achieve the goal of communicating your main messages."

STEP 2

The teacher instructs students in the groups to first read their piece silently; then, in groups, they should create a summary and discuss how their piece of the article relates to their profession.

Activity 2: Reduction Relay and Parallel Panic Game

STEP 1

The teacher writes the following sentence on the board. He/She asks students to name the seven most important words in the sentence. As students call out the words, the teacher circles them:



**Reduction Relay Game
Cards** to be compiled
by the teacher, printed



20 minutes

*The underresourcing of schools is
another detrimental factor
affecting educational delivery*

*The underresourcing of schools is
another detrimental factor
affecting educational delivery*

The teacher then reminds students of the "Rule of Six" and asks them:



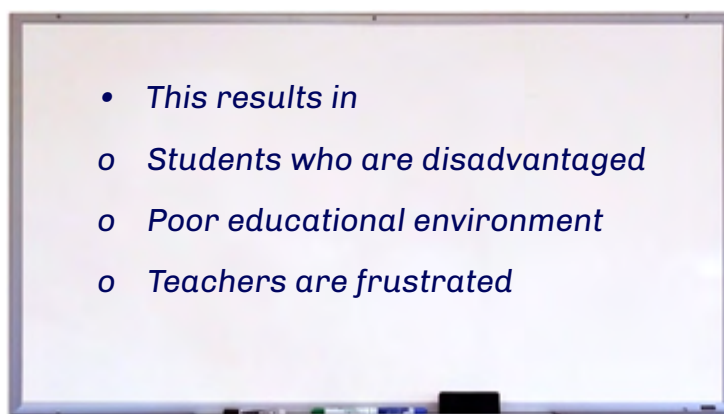
"If you needed to put this idea into bulleted text on a PowerPoint slide, what would you do?"



"Does it sound better if we say, 'Underresourced schools negatively affect educational delivery?'"

The teacher then notes that certain types of words, such as *a/an, the, has been, did, and are* are typically removed to create a concise telegraphic writing that conveys the same message. He/She calls attention to the omission of *the, another, and is* in the example sentence.

Next, the teacher adds the following additional text under the first bullet point on the board and asks students what is wrong with the three items in the list that follow the main bullet point:



Next, the teacher guides the students to recognize the lack of parallel structure, and the class revises the bulleted text to read ***disadvantaged students, poor educational environment, and frustrated teachers***. If necessary, the teacher can expand on the need for parallelism in bulleted text. The teacher then explains that there are numerous other reduction strategies such as **substitution** (e.g. the majority of -> most, every year -> annually) and the **use of nouns as modifiers** (demand for energy -> energy demand).

STEP
2

The teacher explains that students will next be participating in a relay game. He/She explains that the game will help them practice two slide text writing skills: **reducing phrases** and **making bullet points parallel**. He/She notes that this process can be tricky for non-native speakers of English, and practice will be a good way to become more familiar with this linguistic process. If necessary, the teacher pre-teaches any vocabulary from the game cards that might be unfamiliar to the students--in this case words such as ***brownfields, pristine, and depleting***.

STEP
3

The teacher sets up teams of 3-5 students in rows facing the board. Teams must be equal. If there is one team with an additional person, that team could have its members take turns sitting out each round. The teacher explains and may pantomime the rules:



*"1.) Each team member sitting at the back of the room will be handed a **Reduction Relay Game Card** (see **Appendix 3B**) that they must not look at until the teacher says "Go!"*

2) Once the teacher says "Go!," each student may make 1 or 2 changes to the slide text on the game card, and then pass it ahead to their team member sitting in front of them.

3) The last student in each team (the person sitting at the top of the row, closest to the board) has the last chance to finalize any changes and must then write their team's final slide text on the board.

4) The first team to write an acceptable/appropriate improvement for the slide text on the board wins the point for that round.

5) Students change seats for the next round, so that a new person is at the end of each row. "

Option: Instead of handing out the **Reduction Relay Game Cards**, the teacher can hand out the **Parallel Panic Game Cards** (see **Appendix 3C**). The same game procedure is followed as above.

STEP
4

The teacher concludes the game by congratulating everyone for their hard work. He/she notes:



"Editing nitty-gritty issues of wordiness and parallel structure in slide text is not easy – it takes great concentration and a lot of practice to become skilled. The fact that even professional authors have editors goes to show that, just as we put our heads together in the game, it can be extremely helpful to have more than one (fresh) pair of eyes to help us edit our writing. "

Activity 3: Gallery Walk “Crit” Session



NOTE TO TEACHERS

Integrating Content: Like the introductory slide sets in the previous lesson, the body slide collections in this activity are a very direct way to connect students with strong models of the PowerPoint genre situated within their own content area. Again, the teacher should browse the internet or contact a professional organization/expert in the students' subject matter who can provide several (4-6) examples of body slide collections.

Looking for PowerPoint presentations related to your students' fields of work or study? Slideshare is a presentation repository with thousands of PowerPoints uploaded by professionals and students on a wide variety of topics. You can search for presentations by keyword and topics, then download them for free at <http://www.slideshare.net/>.

STEP 1

Prior to the lesson, the teacher has assembled a collection of 6-8 PowerPoint body slide collections, preferably from the students' areas of interest, which he/she has printed out in large format and has posted around the room.



Body Slide Gallery Collections, cut apart



25 minutes

STEP 2

The teacher notes that students will next be participating in a gallery walk activity, in which they will wander around the classroom doing a “gallery viewing” of “art” (sample PowerPoint slides) and giving their opinion about the slide design. The teacher can introduce the activity by sharing the following:



“In many ways, the process of creating body slides is an art – it is not an exact science, so many of the considerations are relative and a matter of stylistic choice. We have to use our own practiced, professional judgment. In analyzing and discussing slide design, we can each argue our own opinion about whether or not a slide is “good”; however, we must support it with evidence, reasoning, examples, comparisons, and reference to a broader knowledge base of best practices. The bottom line is that design choices should be made purposefully, to accomplish some communicative effect.”



"It takes practice, like what we're about to do, in order to hone our sensibilities and broaden our awareness of design and linguistic resources available to us and to anticipate their likely effect on the audience. In fact, as we go about the gallery walk, let's consider not just if the slide collections are 'good' or 'bad' but rather what effect or effects they might have on the audience. After walking the gallery, we will all discuss together; this kind of open analysis in art school classes is called a 'crit,' short for critique. In a crit session, there is no one right answer; we learn and improve through the process of collective analysis."

STEP 3

Students walk around to view and analyze the design of collections of body slide print outs that have been posted around the classroom. Several options for student output might be:

- The teacher provides pre-written sticky notes with adjectives that students can assign to the various slide collections at their discretion: e.g. overwhelming, coherent, distracting, confusing, uninspired, simple, wordy, impactful, informative, surprising, forgettable, clean, strategic, calming, admirable, knowledgeable, skillful, puzzling etc.
- Each student has a pack of sticky notes and is encouraged to write his/her own comments to stick next to each slide collection
- Students take out a blank piece of paper and quickly draw a chart with enough rows for each slide collection and enough columns for the categories the teacher decides, such as topic, strengths, areas to improve, likely effect on the audience, etc.

STEP 4

After 10 minutes, the teacher asks students to finish their thought, and then go to stand by the slide collection that they believe to have the best design. The teacher then leads a class discussion about the results of the gallery walk, asking students to share opinions and explain their analyses.

Activity 4: Rate and Swap

STEP 1

The teacher selects one collection of body slides and walks through the rubric with it aloud. Students are invited to share their ideas, moving the class toward a consensus on assigning ratings in each category.

STEP 2

Students work in pairs and are given two more collections of body slides – A and B. While one student rates collection A, the other student rates collection B. After about 5 minutes, the students swap, without showing each other their first ratings, and proceed to rate their second slide collection. After another 5 minutes, the student pairs compare their ratings for both slide collections, explain their thinking, and try to compromise to develop a single rating for the two slide collections they have reviewed.

STEP 3

The teacher reconvenes the whole class and polls each pair to see their ratings for collections A and B. A simple chart can be made on the board to reflect the range of ratings.



Conference Presentation PowerPoint Design and Formatting Rubric Cloze
handout



20 minutes



"How similar or dissimilar are the ratings for each slide collection across the pairs? Which particular rating or category was the source of the most disagreement? Which ratings or categories were easy to agree on?"



NOTE TO TEACHERS

The intensive **collaborative learning** represented in these activities holds enormous potential for English for Specific Purposes (ESP). Because teamwork makes up a great deal of the authentic workplace tasks that ESP seeks to prepare learners for, it makes sense that classroom activities such as this would elicit the same type of group effort. With regard to language specifically, collaborative learning offers students an opportunity to ask questions and negotiate meaning, articulating their reasoning to one another, and using key vocabulary with a genuine purpose (not just reading from a script.) Through pair and group work, students can test "hypotheses," clarify any lingering doubts, and make sense of new concepts/skills before they must apply them independently in English. This way, collaborative learning can help reduce what Stephen Krashen has called the **affective filter**, the fear or hesitation students can experience in a language classroom. Through collaborative learning, ESP students can gain the informed, peer validated confidence they need to design quality conference presentations in English.

STEP
4



To conclude the activity, the teacher says,

"Practice applying a rubric helps us internalize our understanding of it and makes us more likely to perform in accordance with its priorities; though it can still be argued that slide design is more of an art than a science, with repeated study, practice, and experience, we can build our awareness and skill set to tangibly improve our slide design."



NOTE TO TEACHERS

Integrating Content: *If time allows, an additional activity that can draw content into close focus is to have small groups work together to co-construct 3-4 body slides based on a news article. (One example for energy can be found online at http://www.huffingtonpost.com/majora-carter/clean-energy-brown-fields_b_643333.html. There are often simple topical articles in local newspapers that contain basic statistics which are conducive to practicing making simple charts and graphs in body slides.) Each group then presents its body slides to the class and the whole class discusses the various design options used and their relative effectiveness.*

The teacher leads a discussion with guiding questions: Which type(s) of graphs were most effective? Where do you prefer the placement of graph titles: top or bottom? Which images did you like best? Why? Which presentations included impactful statistics or specific examples to good effect?

The teacher concludes the activity by assuring students that there are multiple ways to achieve quality design in body slides. The teacher tell the class that there is not one "cookie cutter" formula, but at the same time we do not have to "reinvent the wheel." We can learn from the consistently occurring options that have been applied successfully by many others before us. We must use our best professional judgment, informed by experience and focused practice like the kind we get in class, critically thinking and discussing the decision-making that goes into quality PowerPoint design.

Activity 5: Researching and Drafting Body Slides

STEP 1

The teacher explains that now is the time to exercise all the professional judgment that the students have been strengthening by synthesizing their own body slides. The teacher asks students to use their **Idea Map** graphic organizer from Lesson 1 (see **Appendix 1B**) as a reference along with the **PowerPoint Design and Formatting Rubric** from Lesson 2 (see **Appendix 2B**). For the purpose of a 15-minute presentation, the body section should have about 5-8 slides based on the topic that the students decided on in Lesson 1.



None



25 minutes

STEP 2

As the students work independently to create their body slides, the teacher monitors activity, notes any common issues, and provides individual guidance as needed. If students have internet access, students can also search for supporting references to inform their work during this time, but they must produce at least some body slide content for a peer to review in the next activity.

STEP 3

The teacher makes some brief general comments at the end of the activity such as:

"Everyone's use of _____ is looking great – all the components are present and reflect different ways of conveying content clearly and meaningfully." Or "I noticed many of you had some difficulty with _____. Remember, _____."



Activity 6: Peer Review

STEP 1

The teacher distributes the **Peer Review Frame and Progress Report Interview** handout (see **Appendix 3D**). Students work with a partner to review each other's body slides, fill out the checklist, and provide some qualitative, written "glows and grows" comments in Part A. The teacher will need to monitor and assist students in providing constructive feedback. The partners then switch papers and discuss the guiding questions in Part B. The teacher monitors pair work, and after about 8 minutes, the whole class reconvenes.



Peer Review Frame and Progress Report Interview handout



25 minutes

STEP
2

To help wrap up the activity, the teacher polls the class: “Raise your hand if your partner has an effective attention-getter. Raise your hand if your partner’s bulleting follows the ‘Rule of Six,’” etc.

Wrap-Up: **Progress Report Interview**

STEP
1

The teacher asks students to work with a new partner now to complete the bottom portion of the page, the **Progress Report Interview** (see **Appendix 3D**). Students ask each other the questions provided to summarize the current status of their work.



**Peer Review Frame
and Progress Report
Interview** handout



5 minutes

STEP
2

The teacher then concludes the lesson by encouraging students to keep the momentum going and continue the excellent progress they made today by considering their peers’ feedback in finishing their body slides outside of class.



Lesson 4: Conclusion Slides



- Identify features of effective conference presentation PowerPoint conclusions
- Draft a conclusion incorporating effective elements identified
- Implement the PowerPoint presentation rubric to evaluate quality, articulating strengths and areas for improvement



Student Copies:

- Hard copies of *Full PowerPoint Samples* to be compiled by the teacher
- **Conference Presentation PowerPoint Design and Formatting Rubric**

Single Copy or Reference:

- **Effective Conclusion Slides** PowerPoint

Props, Technology, or Other Resources:

- Scratch paper
- Talking sticks
- Ball (soft, appropriate for use in the classroom)



Warm-Up: Conclusion Word Association



Students work in pairs to think of as many words as they can that are associated with conclusions



Scratch paper



5 minutes

Activity 1: Features of Effective Conclusion Slides



The teacher presents PowerPoint covering effective strategies for designing conclusion slides.



Effective Conclusion Slides

PowerPoint



15 minutes

Activity 2: Class Rating of PowerPoint Samples



The class reviews 2 full PowerPoint samples and rates them using the rubric to try to calibrate expectations for how the rubric will be applied to their own PowerPoint.



Hard Copy of **Full PowerPoint Samples** to be compiled by the teacher

Conference Presentation PowerPoint Design and Formatting Rubric

Talking sticks



25 minutes

Activity 3: Drafting of Conclusion Slides, Overall Revisions, and Mini-Conference



Students work independently to draft their conclusion slides; the teacher holds a mini-conference with each student to provide a quick review of their work, and students may make revisions.



None



45 minutes

Activity 4: Finishing Strong: Rehearsing Conclusions



Each student delivers his/her conclusion slides in a small group. Students self-assess afterwards.



None



25 minutes

Wrap-Up: Finishing Touches



Each student reports one finishing touch he/she will make to his/her PowerPoint.



Ball



5 minutes

Warm-Up: Conclusion Word Association

STEP
1

The teacher asks students to take out scratch paper and turn to a partner. They should then decide who will be the scribe for a quick activity to generate ideas about writing PowerPoint conclusions. Next, the teacher explains that every pair has 2 minutes to write down as many words as they can that are associated with conclusions (e.g., *end*, *finish*, *wrap-up*, *summary*, *future*, *recommendations*, etc.)



Scratch paper



5 minutes

STEP
2

The teacher signals the end of the time and asks how many words each pair has. The teacher asks for volunteers to share some of the words they came up with. The teacher briefly explains that this activity was just a simple way to activate background knowledge and refresh familiarity with the type of language that will be used to enter into writing and designing the final section of the PowerPoint: the conclusion slides.

Activity 1: Features of Effective Conclusion Slides

STEP 1

The teacher asks the class the below question:



Effective Conclusion Slides PowerPoint



15 minutes



"Have you ever listened to someone speaking and it wasn't clear when they would stop? Signaling the end of your presentation is an important gesture you should include for the audience. Besides respecting the attention they are paying you, providing a strong conclusion also helps make sure your message is retained. Research shows that what the audience tends to remember most from a presentation are the first and last parts. In your presentation, be sure not to 'give up' or taper off once the main ideas of the body section have been covered. In the PowerPoint I'm about to show you today, we will see some components for designing a strong, effective conclusion."

STEP 2

The teacher presents the **Effective Conclusion Slides** PowerPoint (see **Appendix 4B**) and talks through each slide with the class, answering questions as needed and encouraging student input.

Activity 2: Class Rating of PowerPoint Samples

STEP 1

The teacher hands out 2 blank copies of the **Conference Presentation PowerPoint Design and Formatting Rubric** (see **Appendix 4A**) to each student. The teacher asks students to turn to a partner and hands each pair hard copies of the 2 **Full PowerPoint Samples**. Students work with their partner to review each PowerPoint, complete a rubric for each one, and then discuss their ratings and come to a consensus. After about 15 minutes, the teacher reconvenes the whole class.



Conference Presentation PowerPoint Design and Formatting Rubric

Hard copies of **Full PowerPoint Samples**, to be compiled by the teacher

Talking sticks



25 minutes



NOTE TO TEACHERS

Integrating Content: *Once again, as in the previous two lessons, it is important for the teacher to collect authentic models with content that is aligned with students' own professional interests. For the purposes of this activity, 2 full slide sets are needed.*

Looking for PowerPoint presentations related to your students' field of work or study? Slideshare is a presentation repository with thousands of PowerPoints uploaded by professionals and students on a wide variety of topics. You can search for presentations by keyword and topics, then download them for free at <http://www.slideshare.net/>.

STEP 2

The teacher hands a **talking stick** to each student and explains that they will be used in the class discussion of the ratings. Each student should contribute at least one idea or comment and, in doing so, will place his/her **talking stick** in the middle of the table (or in a cup in the center of the pod of desks, or in some other central receptacle).

Once a student uses his/her **talking stick**, he/she is not barred from further comments, but should respect others' need to contribute their **talking stick** within the time limits of the activity. This way, no one person will dominate the discussion and everyone will get a chance to be heard.

The teacher then leads the class in discussing the quality of each PowerPoint, step-by-step through the rubric in an attempt to come to a class consensus. The teacher should validate all students' perspectives, but if students cannot agree among themselves, the teacher should seek to reconcile differing opinions and explain to the class why he/she feels one rating is most appropriate. The teacher also monitors the use of the **talking sticks**, eliciting comments from students who have not yet spoken.

Activity 3: Drafting of Conclusion Slides, Overall Revisions, and Mini-Conference

STEP 1

The teacher explains that the time has finally come for the class to draft their own conclusion slides. The teacher asks students to use their **Idea Map** graphic organizer from Lesson 1 (see **Appendix 1B**) as a reference along with the **Conference Presentation PowerPoint Design and Formatting Rubric** from Lesson 2 (see **Appendix 2B**). For the purpose of a 15-minute presentation, the conclusion section should have about 4-6 slides.



None



45 minutes

STEP 2

As the students work independently, the teacher holds brief mini-conferences with each student (about 2 minutes, depending on the number of students) to quickly look over his/her PowerPoint design so far and to prioritize a few issues to work on. Students can then look over the entire PowerPoint and revise/edit as needed.



NOTE TO TEACHERS

Talking sticks: Although they may sound childish at first, can be a very helpful tool in making class discussion more equitable so that quieter students are not left out or overlooked. Too often, if the teacher does not take a strategic approach in managing class discussion, the naturally outgoing students monopolize time and attention. In fact, the teacher may also unknowingly or unintentionally favor these students when eliciting ideas.

With talking sticks, each student holds a popsicle stick and must place it in a central receptacle as he/she offers at least one idea during discussions. They are a visual representation of students' individual contributions and serve as a transparent monitoring device. They help ensure that everyone has an equal opportunity to share ideas, practice speaking, and receive on-the-spot feedback. It is a good idea to use some levity in introducing talking sticks to adult students – after all, they are a fresh, fun way to run what could otherwise be a stale, traditional class discussion. By the same token, teachers should briefly explain the rationale behind them, so students understand the serious benefits they can bring to their learning.

Activity 4: **Finishing Strong: Rehearsing Conclusions**

STEP 1

The teacher explains that in order to see their conclusion slides in action and how they play out, the class will rehearse delivering them now. The teacher forms groups of 3-4 either by purposefully mixing students to work with new classmates or by “numbered heads” (having students count off by the number of groups teacher would like to have and then saying “all the 1’s sit here, all the 2’s here” etc.). Students take turns presenting their conclusion slides (about 5 minutes each), with the teacher signaling the timing for each person or “round” to control the pacing. While students present in groups, the teacher walks around to monitor, answer any questions, and help keep everyone on task.



None



25 minutes

STEP 2

The teacher begins wrapping up the activity with a thought about the intersection of PowerPoint design and oral presentation.



“Many people are aware that they should avoid using their written PowerPoint as a crutch, that they cannot rely on the dazzling visuals to wow the audience without delivering a clear, meaningful message and that simply reading from the slides during a presentation is one of the most common and detrimental mistakes that can be made. But it’s also true that they should not dismiss what is being shown on the screen. The design and formatting of your PowerPoint should be clear, concise, able to stand on its own as a refresher, and clearly frame your messages.”

STEP 3

The teacher says



“The conclusion section of your PowerPoint is important for making a lasting impact on your audience. Ask yourself: Does my conclusion clearly reference the important final message or messages I want to leave the audience with?”

The teacher then instructs the students to take a moment to look over their rubrics and check off all of the conclusion components that they have included so far. After the students have reflected for several minutes, the teacher tells them that they will come back to the rubric in the final wrap-up activity.

Wrap-Up: **Finishing Touches**

STEP 1

The teacher wraps up the lesson and the unit by restating some of the objectives that have been met and the significance of these skills in the greater context of the students' careers.



Ball



5 minutes

STEP 2

The teacher reminds students that they have worked hard, but still need to finish strong. The teacher asks students to look at their own rubric and circle one or more aspects that they will “polish” or finalize before they will deem it ready to present. The teacher then throws the ball to one student who shares one aspect he/she will polish; that student then throws the ball to another student who will share his/her aspect to polish, before passing the ball to another student and continuing the ball toss until every student has shared. It's a good idea for students to say the intended catcher's name before throwing the ball in order to get his/her attention.



NOTE TO TEACHERS

*In a similar vein to what is written above about talking sticks, the **ball toss** activity used in this final part of the lesson helps to equalize student contributions to the discussion. It also adds an element of spontaneity to the discussion. This is important as many quieter students in the class tend to “over monitor” their speech and therefore remain silent when, in fact, they often have something of value to contribute.*



Lesson 5: Wrapping It Up



- Deliver a full oral/PowerPoint presentation for an audience
- Navigate a question and answer session
- Provide feedback to classmates, rating the presentation using a rubric and providing constructive comments
- Self-reflect on presentation content and delivery



Student Copies:

- ***Holistic Rubric for Evaluating a Presentation and PowerPoint*** or ***Analytic Rubric for Evaluating a Presentation and PowerPoint***

Single Copy or Reference:

- 2 Minutes, 1 Minute, and Stop cards

Props, Technology, or Other Resources:

- Stopwatch or timer

Lesson Plan



Warm-Up: Dealing with Feelings



Students identify an emotion that describes how they feel about presenting and share it with classmates.



Scratch paper



10 minutes

Activity 1: Presentation Time!



Students deliver their presentations to their peers; the peers fill out a rubric for each presenter.



Rubric for Evaluating a Presentation and PowerPoint



TBD

Activity 2: Sharing Feedback and Personal Reflection



In small groups, students share the most helpful feedback that they received, and reflect upon their presentation delivery.



None



15 minutes

Activity 3: Presentation Advice Role-Play



Students take turns asking for and giving presentation preparation and delivery advice.



None



20 minutes

Wrap-Up: How Do You Feel?



Students chose one adjective that describes how they feel after delivering their presentations and share it with their classmates



Adjectives from the warm-up



5 minutes



NOTE TO TEACHERS

*The length of time needed to complete Activity 1, **Presentation Time!** will depend on the number of students in the class and the length of the presentations. This activity most likely will take place over several sessions.*

Warm-Up: **Dealing With Feelings**

STEP 1

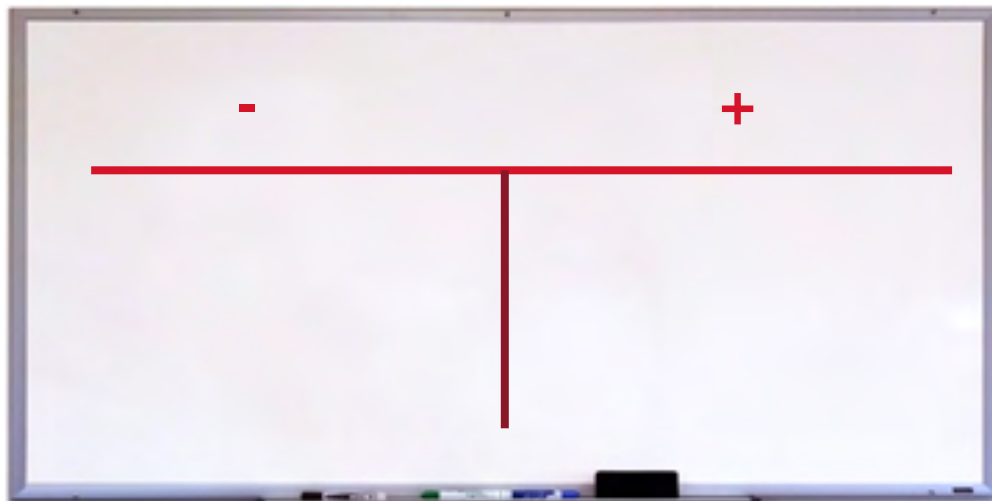
The teacher asks the students to take out a piece of scratch paper to brainstorm as many adjectives as they can that reflect their feelings about delivering their presentations (e.g., excited, scared, determined). While students are brainstorming, the teacher puts the following T-graph on the board:



Scratch paper



10 minutes



When students have completed their brainstorming, the teacher asks them to put a plus (+) or minus (-) next to each adjective, depending on whether it is positively or negatively charged. He/she asks them if the word **excited** is positively or negatively charged or if **scared** is positively or negatively charged. (Students should identify **excited** as positively charged and scared as negatively charged.) Accordingly, the teacher writes **excited** in the plus column and **scared** in the negative column on the board.

The teacher then invites students to take turns coming up to the board and writing their words in the respective columns in the T-graph, noting that they should not repeat words that are already written. The teacher adds additional positive adjectives if necessary. Note: The teacher should leave this graphic up on the board as it will be used again in the wrap-up activity for this lesson.



NOTE TO TEACHERS

At a professional conference, it is important that presentations do not run over the time limit. In order to prevent this, presenters are timed by a facilitator, who ensures that the conference schedule is followed. Before beginning in-class presentations, the teacher should explain to the students that their presentations will be timed, and like a professional conference, they will be required to stop at the end of the allotted presentation time. The teacher should make sure that there is enough time remaining for questions so that the presenting student has the opportunity to practice handling a question and answer session.

The teacher should also remind the students of the terms "**constructive criticism**" and the "**sandwich method**" of delivering feedback on the presentation rubrics. This concept was introduced in **Public Speaking Skills** Lesson 1.

STEP 2

Once all of the students have written a word on the board, each student chooses one adjective that describes how he/she feels about delivering the presentation and writes it down.

STEP 3

Students stand up and mingle, talking to at least three other students. Each student shares his/her word and explains why he/she chose that word to describe how his/her feelings about presenting.

Example: Students say



"I feel interested, because I worked really hard on my presentation, and I want to see how everything goes." or "I feel anxious because this is the first time I've presented in English."

The listening student must say something positive back to the speaker. Example:



"That's great! I'm interested in hearing your presentation too!" or "I know you have practiced. I'm sure that your presentation will go very well."

Activity 1: Presentation Time!

STEP 1

The teacher passes out the holistic or analytic version of the **Rubric for the Evaluation of a Presentation and PowerPoint** (see **Appendix 5A-5D** and Note to Teachers) and students read through it independently asking questions if there are any parts of the rubric that are unclear.



Rubric for the Evaluation of a Presentation and PowerPoint (Holistic or Analytic version)



TBD

STEP 2

The teacher asks the students to focus on the final part of the Rubric, i.e., the suggested wording for “strengths” and “areas for improvement.” He/she asks students to work in pairs and write one full sentence using each of the phrases. When students are finished writing, the teacher asks for volunteers to share their sentences in whole class format. The teacher writes the sample sentences on the board.

Option: This activity can also be done using a game format. The teacher divides the students into two teams by having them number off (1-2). The teams form two lines facing the board. The teacher then randomly reads one of the feedback phrases, for example “I noticed that you...” The two students at the front of the line run to the board. Each student attempts to write a full sentence using this feedback phrase. The first student to complete the sentence earns a point for his/her team. The activity continues until the teacher has used all the feedback phrases. Points are then tallied and the winning team is determined.

STEP 3

The teacher establishes an order that students will present in and writes this order on the board. Students take turns delivering their presentations with the students in the audience filling out the rubric to give peer feedback. The teacher (or a designated student) times the presentations, holding up the **2 Minute** card when the presenting student has two minutes of time remaining for the presentation, the **1 Minute** card when there is one minute remaining, and the **Stop** card when the time is up. (The teacher should pre-prepare these using large index cards.)

STEP 4

Once all of the presentations are complete, the students receive the feedback rubrics from their peers and are given several minutes to read through them and reflect on the feedback; they are encouraged to also collect their own thoughts on their presentation delivery and content.

Activity 2: Sharing Feedback and Personal Reflection

STEP 1

The teacher puts the student into groups of three. In their small group, each student shares what he/she felt were the most helpful comments received from the presentation rubrics.



None



15 minutes

STEP 2

The teacher writes the following questions on the board. The students discuss their answers in their small groups:

What section and/or feature of your presentation are you the most proud of? Why?

What section and/or feature of your presentation would you like to improve? Why?

What will you do to prepare yourself the next time you give a presentation? How will this help you?

Activity 3: Presentation Advice Role-Play

STEP 1

The teacher writes the following role-play scenario on the board:



None



20 minutes

Student A

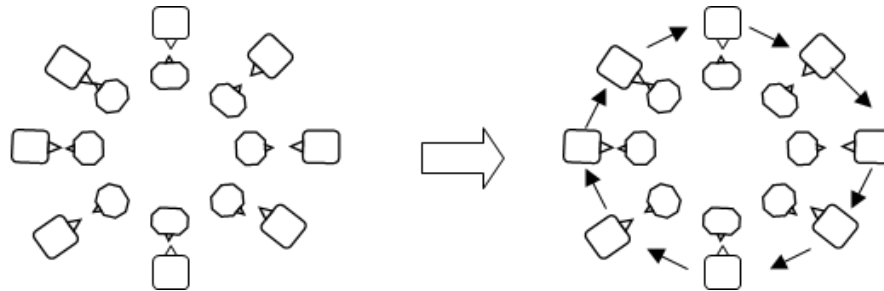
You have been asked by your supervisor/teacher to give a very important presentation at a professional conference. You have never given a presentation before, and aren't sure what you should do to prepare or deliver one. You know that your friend has learned about delivering presentations. Ask your friend for advice.

Student B

You have just finished learning about delivering presentations, when your friend approaches you and asks you for advice on how to prepare and deliver a professional presentation. What are the most important tips that you learned? Give your friend advice.

STEP 2

The teacher organizes the students into a fluency circle, an outer circle and an inner one (see diagram below), with students in the inner circle facing out and those in the outer circle facing in. The students on the outside are A's, and the students on the inside are B's. Facing their partner, the A's must ask for their advice and the B's have three minutes to share the most important lessons that they learned about preparing and delivering presentations. The teacher walks around and encourages the pairs to keep speaking. Note: Fluency circles are sometimes also referred to as speed-dating configurations.



STEP 3

At the end of three minutes, the teacher calls time and has the outer circle rotate one person clockwise so that all students have a new partner. The students repeat the scenario, with A's asking for advice and B's giving advice. After 2-3 rounds, the outside circle becomes B's and the inside circle becomes A's. The above procedure is repeated 2-3 times.

STEP 4

Students return to their seats, and write down the three most important lessons they learned about preparing and delivering presentations.

Wrap-Up: How Do You Feel?

STEP 1

Students revisit the adjectives that they wrote down for the **Dealing with Feelings** warm-up activity at the beginning of the lesson. Students write down a new adjective that describes how they feel now that they have successfully completed their presentations.



Adjectives from warm-up



5 minutes

STEP 2

Students stand up and talk to three other students. Each student shares his/her word and explains why he/she chose that word to describe his/her feelings about completing their presentation.



"I feel proud, because my attention-getter went really well." or "I feel relieved because I was really nervous before my presentation, but I remembered all of my main points."



APPENDIX

UNIT 4



APPENDIX 1A: Choosing an Appropriate Topic/Title

A. Whole Class Think Aloud: What makes a topic/title “appropriate”?

B. Pair Co-construction: Help improve topics’ scope: for a 15-minute presentation, it’s important to strike a careful balance in your topic’s scope: not too broad but not too narrow. Take a look at some of these topics/titles. How could they be improved?

1. The Mekong River
2. Hanoi Central Dental Clinic’s Implementation of Act 49, Article 8a.9456h Governing the Use of Mercury in Dental Procedures in Vietnam
3. eCustoms
4. The Public’s Positive Response to the Cost-Saving Effect of the Biogas Generator Project in Savannakhet March 2014

C. Small Group Brainstorm: Work in a small group to help each person draft a presentation title. Talk through different phrasing options.

- Should the title be longer? Shorter?
- Should there be a subtitle?
- Should it be phrased as a question?
- Should it specify a time or location?



Image Source: <https://pixabay.com/en/brainstorming-business-professional-441010/> License: [CC Public Domain](#)

My title:



APPENDIX 1B: Idea Map

Idea Map

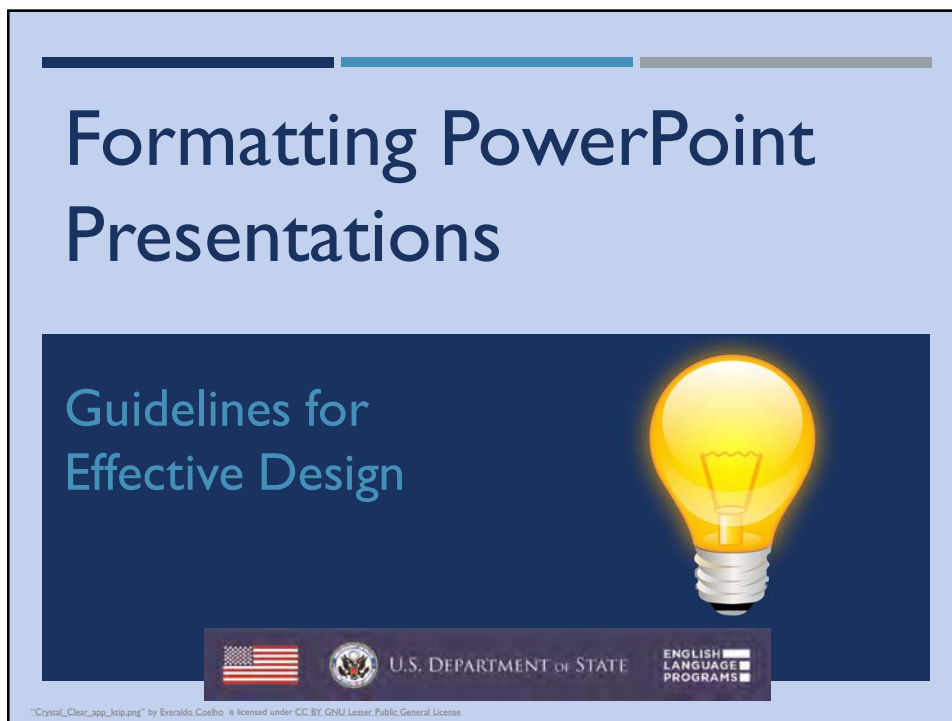
Name: _____ Date: _____

Title: _____

	Main Ideas	Details	
Introduction:	1.	1a.	Conclusion:
		1b.	
		1c.	
	2.	2a.	
		2b.	
		2c.	
	3.	3a.	
		3b.	
		3c.	

Adapted from "Persuasion Map" 2009 by IRA/NCTE

APPENDIX 1C: Formatting PowerPoint Presentations



Objectives

Participants will be able to:

1. Understand the main purpose of using a presentation PowerPoint
2. Understand standards of professional PowerPoint formatting

APPENDIX 1C: Formatting PowerPoint Presentations

Outline

1. Purpose of PowerPoints
2. Overview of Formatting
3. Common Mistakes to Avoid
4. Tips for Great PowerPoints

I. Purpose of PowerPoints

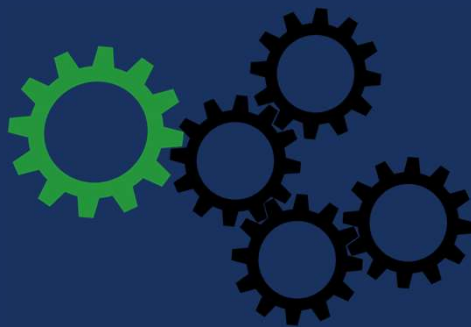


Image Source: https://pixabay.com/static/uploads/photo/2014/04/03/10/34/gear-wheel-310906_150.png License: CC Public Domain

APPENDIX 1C: Formatting PowerPoint Presentations

PowerPoint is NOT a teleprompter



Image Source: https://commons.wikimedia.org/wiki/File:Teleprompter_for_Stagefront.jpg License: CC Public Domain

PowerPoint is NOT a substitute for a handout



"Handouts Galore!" by R. M. Arca is licensed under CC BY 2.0

APPENDIX 1C: Formatting PowerPoint Presentations

PowerPoint is NOT a file of facts and figures



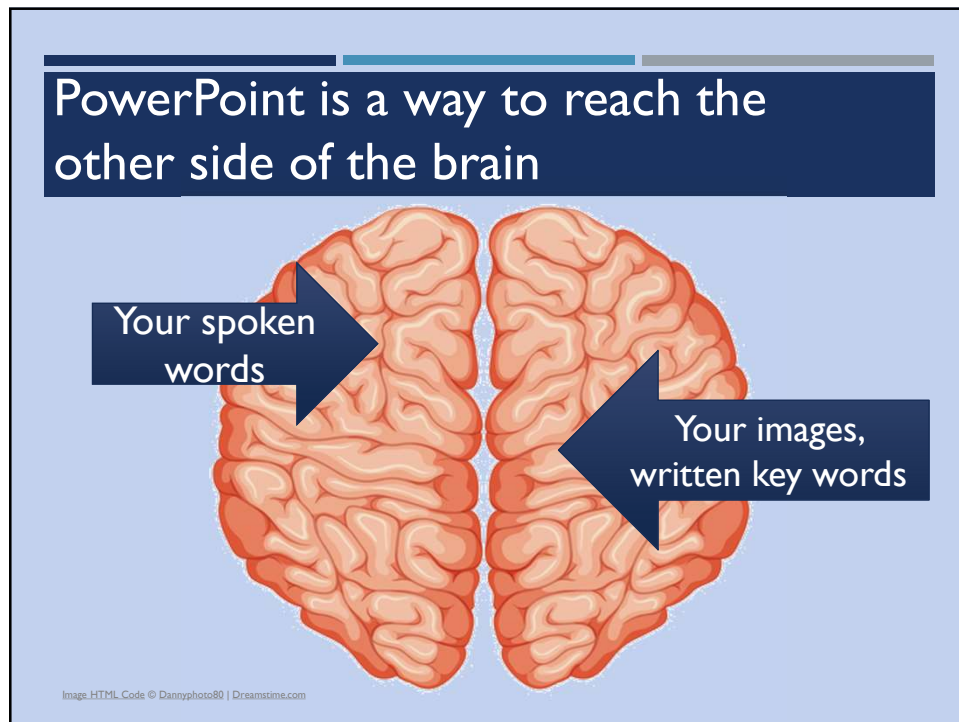
Image Source by Sailko is licensed under CC BY 3.0

PowerPoint is a separate and distinct tool for your presentation



Furniture Installation Tools by Romanm is licensed under CC Public Domain

APPENDIX 1C: Formatting PowerPoint Presentations



APPENDIX 1C: Formatting PowerPoint Presentations

2. Overview of Formatting



Used with permission from Microsoft

Why does formatting matter?

- Readability
- Varying levels of English proficiency
- Maximum impact, efficiency



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APPENDIX 1C: Formatting PowerPoint Presentations

Preparing to Format

1. Analyze your audience

- Determine the level of their technical background
- Determine their level of English

2. Anticipate what your audience wants to know

- Consider what they will do with the information

3. Prepare answers for possible questions

Check the Guidelines

- How long should it be?
- Q & A time?
- Computer compatibility?



Image Credit: <https://pixabay.com/en/alarm-buzzer-clock-morning-time-1297615/> License: CC Public Domain

APPENDIX 1C: Formatting PowerPoint Presentations

3. Common Mistakes



Used with permission from Microsoft

Writing EVERYTHING on the slide

Some people just feel better when they write every single word on the slide. It makes it easier to remember what they want to say. Unfortunately, this does not give the listeners a good feeling. Why should I listen to this person reading to me if I can read by myself? Besides, what is he or she saying, anyway? I'm busy reading the slide. Or maybe this is going to be so long that the listeners even decide that this is just too boring to deal with...

APPENDIX 1C: Formatting PowerPoint Presentations

Forgetting to KISS: Keep It Short & Simple

- Rule of Six
 - Limit each bullet to 6 words
 - Limit bullets per slide to 6
- Remove extra, unnecessary words
- Use reduced grammar



Photo Credit: <https://pixabay.com/en/lips-mouth-speak-kiss-lipstick-145758/> License: CC Public Domain

Overusing Media

- Less is more
- Visuals should not replace the presenter
- Crowded or “busy” slides distract
- Audience attention should not be divided

APPENDIX 1C: Formatting PowerPoint Presentations

Example of Overusing Media

Problems in Large Cities



Used with permission from Microsoft

Cities all over the world are getting bigger as more and more people move from rural to urban sites, but that has created enormous problems with respect to environmental pollution and the general quality of life.

-Alan Dundes



Appropriate Use of Media



Used with permission from Microsoft

“Cities all over the world are getting bigger as more and more people move from rural to urban sites, but that has created enormous problems with respect to environmental pollution and the general quality of life.”

-Alan Dundes

APPENDIX 1C: Formatting PowerPoint Presentations

Overusing Formatting

- Animations should be consistent
- Bullets should be consistent

Example of Overusing Formatting

- Problems in Large Cities
 - Crime
 - Traffic
 - Pollution
- ❖ Problems in Rural Areas
 - ✓ Poverty
 - ✓ Lack of Education

APPENDIX 1C: Formatting PowerPoint Presentations

Appropriate Use of Formatting

- Problems in Large Cities
 - Crime
 - Traffic
 - Pollution
- Problems in Rural Areas
 - Poverty
 - Lack of Education

Overdoing Fonts and Colors

- If you use a small font, your audience won't be able to read what you have written
- CAPITALIZE ONLY WHEN NECESSARY.
IT LOOKS LIKE YOU ARE SCREAMING!!!!
- Don't use a complicated font
- Don't use font color that does not contrast
with the background color
- Use consistent colors throughout the
presentation

APPENDIX 1C: Formatting PowerPoint Presentations

Using Too Many Images



Used with permission from Microsoft

Images Should Be...

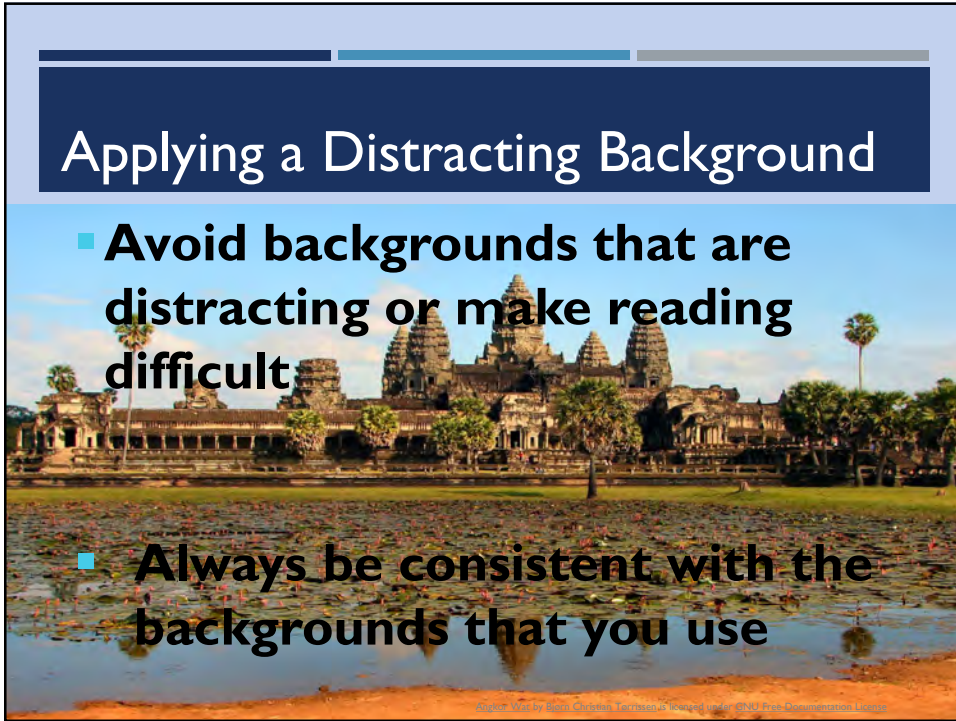
- Relevant to the topic
- Large enough for audience to see
- Correctly cited



Image Source: http://www.navy.mil/view_image.asp?id=14751 License: CC Public Domain

Applying a Distracting Background

- **Avoid backgrounds that are distracting or make reading difficult**
- **Always be consistent with the backgrounds that you use**



4. Tips for Great PowerPoints

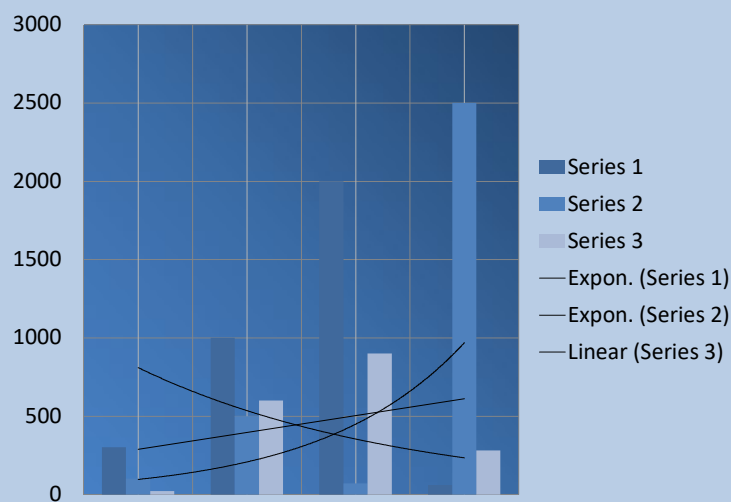
A+

APPENDIX 1C: Formatting PowerPoint Presentations

Use Graphs Carefully

- Always title your graphs
- Avoid unnecessary gridlines
- Use clear labels
- Use color/shading carefully

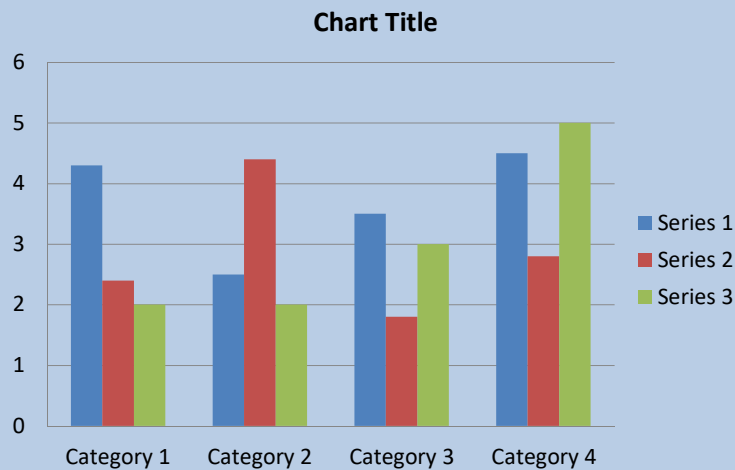
Example of a Hard-to-Read Graph



Used with permission from Microsoft

APPENDIX 1C: Formatting PowerPoint Presentations

Example of a Easy-to-Read Graph



Keep Wording Simple

- Don't confuse your audience
- Listeners' attention span will wander
- Risk of mispronouncing unfamiliar words
- Avoid idioms
 - May not be understood by audience

APPENDIX 1C: Formatting PowerPoint Presentations

Check Your Spelling and Grammar

- These mistakes can be very distracting.
- These mistakes make a bad impression.
- **Solutions**
 - Use PPT Spell Check
 - Write your text in Word, check, and copy/paste to PPT
 - Ask native speaker to proofread

Use Parallel Grammar

Not Parallel

Intelligent Transport Systems often include

- Secure logins
- Need expert staff
- To budget a large amount of money

Parallel

Intelligent Transport Systems often include

- Secure logins
- Expert staff
- A large budget

APPENDIX 1C: Formatting PowerPoint Presentations

Use Parallel Formatting

Content

- Titles
- Headings
- Bullet points
- Numbering

Visual

- Colors
- Size
- Animation
- Background
- Fonts

Check PPT Slides in the Presentation Room

- Test slide background themes for contrast
- Test with lights on and off
- Test colors with window curtains open and closed



Image HTML Code © Dmitry Goygel-sokol | Dreamstime.com

APPENDIX 1C: Formatting PowerPoint Presentations

Bring Presentation Back-Up

- Save your PPT on your USB
- Email your PPT to yourself
- Print four slides to a page and photocopies
- Handouts can stand alone if needed



Image Credit: <https://pixabay.com/en/usb-stick-electronics-connection-252249/> License: CC Public Domain

Final Thoughts

Set a Professional Tone with
Formatting and Design

- Avoid unnecessary or childish images
- Model the formatting of respected professionals
- Convey quality with mature design

APPENDIX 1C: Formatting PowerPoint Presentations





APPENDIX 2A: Sample Feedback Dialogue

Sample Feedback Dialogue 1

Student A: I just finished the rough draft of my PowerPoint and I'm so excited to hear what you think about it!

Teacher: It's great.

Student A: Really? Why do you say that? What parts did you like?

Teacher: I don't know. It's just good. I mean, great.

Student A: Ok...so there's nothing I could do to improve it?

Teacher: I guess not.

Student A: Really? I was thinking maybe I should expand the body section and add more examples.

Teacher: Sure, whatever you think.

Student A: Right...ok.

Sample Feedback Dialogue 2

Student B: Excuse me, would you mind taking a look at my PowerPoint? I've almost finished the rough draft, but I think it still needs some work, and I could use your help.

Student C: [Glances at the PowerPoint] Yeah, you're not good at designing a PowerPoint.

Student B: What?

Student C: I guess you just don't get it. There are a million mistakes; I can't even begin to tell you.

Student B: Really? Can you give me an example? I want to improve.

Student C: No. I just know that your PowerPoint is not professional. It just doesn't look like a quality PowerPoint. Sorry.

Student B: What do you think I should do?

Student C: I don't know. Sorry.





APPENDIX 2B: PowerPoint Design and Formatting Rubric

Big Picture Breakdown

	4 Excellent	3 Good	2 OK	1 Problematic
<u>Overall Organization</u> : slides follow a logical order, the number of slides is appropriate, there is a clear introduction section, body section, and conclusion section				
<u>Bulleting</u> : bullet points have parallel structure and have reduced grammar; the bullets follow the "Rule of Six"				
<u>Visual Appeal & Readability</u> : font type, color and size are legible; images and graphics are used meaningfully and in appropriate proportions; background is uncluttered and does not distract from text				
<u>Introduction Components</u> : the introductory slides include... <ul style="list-style-type: none"> • title slide with presenter's name and institution • effective attention-getter • explanation of topic and/or objectives • outline of the main ideas to be covered 				
<u>Body Components</u> : the body slides include... <ul style="list-style-type: none"> • meaningful, balanced array of graphs, photos, and/or other images • clear, organized sequence of 2-4 main ideas • specific statistics, dates, locations, or other detailed examples to support each main idea 				
<u>Conclusion Components</u> : the conclusion slides include... <ul style="list-style-type: none"> • summary of main points • revisiting of the main idea or other reference to the beginning of the presentation • references/resources • thank-you to the audience • invitation for the audience to ask questions 				

Total: ____/24

Constructive Feedback

 Glows Strengths	Grows Areas that could use improvement 
<p><i>Suggested wording:</i></p> <ul style="list-style-type: none"> • great job explaining, including, clarifying, etc. _____ • I appreciated, I liked the way you _____, • your _____ was/were excellent because _____ 	<p><i>Suggested wording:</i></p> <ul style="list-style-type: none"> • consider adding more _____ • it would help to keep working on _____ • it may be worth taking a closer look at _____

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APPENDIX 2C: Additional Resources

1. An extremely popular website for PowerPoint design is Garr Reynolds blog, [Presentation Zen](#). The blog entry “[What is Good PowerPoint Design?](#)” explains how to keep the slide design simple, yet elegant, and includes a few slide examples that he has redone to demonstrate how to improve the readability and effectiveness of slides. He also includes [sample slides](#) from his own presentation about slide design.
2. A popular website is authored by David Paradi, who wrote “[The Visual Slide Revolution: Transforming Overloaded Text Slides into Persuasive Presentations](#)”. He has created a video podcast series called “[Think Outside the Slide](#)” where he models PowerPoint slide makeovers. Paradi has also developed a five step method, called [KWICK](#), that can be used as a simple guide when designing PowerPoint presentations.
3. This [article from The Chronicle of Higher Education](#) discusses a blog written by Microsoft’s [Doug Thomas](#) that compiles practical PowerPoint advice gathered from experts such as [Seth Godin](#), [Guy Kawasaki](#), and [Garr Reynolds](#).



APPENDIX 3A: Conference Presentation PowerPoint Design and Formatting Rubric Cloze Half Sheet

Below are some sections from the rubric that pertain to the body of your PowerPoint. Try to fill in the blanks to make sure you are familiar with some important features.

<u>Bulleting</u> : bullet points have (1) _____ structure and have (2) _____ grammar; the bullets follow the “rule of (3) _____”
<u>Visual Appeal & Readability</u> : font type, color and size are (4) _____; images and graphics are used (5) _____ and in appropriate proportions; background is uncluttered and does not distract from text
<u>Body Components</u> : the body slides include... <ul style="list-style-type: none">• meaningful, (6) _____ array of graphs, photos, and/or other images• clear, organized sequence of 2-4 (7) _____ ideas• specific statistics, dates, locations, or other detailed (8) _____ to support each main idea

APPENDIX 3A: Conference Presentation PowerPoint Design and Formatting Rubric Cloze Half Sheet

Below are some sections from the rubric that pertain to the body of your PowerPoint. Try to fill in the blanks to make sure you are familiar with some important features.

<u>Bulleting</u> : bullet points have (1) _____ structure and have (2) _____ grammar; the bullets follow the “rule of (3) _____”
<u>Visual Appeal & Readability</u> : font type, color and size are (4) _____; images and graphics are used (5) _____ and in appropriate proportions; background is uncluttered and does not distract from text
<u>Body Components</u> : the body slides include... <ul style="list-style-type: none">• meaningful, (6) _____ array of graphs, photos, and/or other images• clear, organized sequence of 2-4 (7) _____ ideas• specific statistics, dates, locations, or other detailed (8) _____ to support each main idea



APPENDIX 3B: Reduction Relay Game Cards

1. It is believed that most of the region's reserves of natural gas are rapidly depleting	1. It is believed that most of the region's reserves of natural gas are rapidly depleting	1. It is believed that most of the region's reserves of natural gas are rapidly depleting	1. It is believed that most of the region's reserves of natural gas are rapidly depleting	1. It is believed that most of the region's reserves of natural gas are rapidly depleting
2. A recent feasibility study has been completed stating that nuclear technologies are not yet suitable	2. A recent feasibility study has been completed stating that nuclear technologies are not yet suitable	2. A recent feasibility study has been completed stating that nuclear technologies are not yet suitable	2. A recent feasibility study has been completed stating that nuclear technologies are not yet suitable	2. A recent feasibility study has been completed stating that nuclear technologies are not yet suitable
3. The decision to locate renewables on brownfields has been shown to be better for the community	3. The decision to locate renewables on brownfields has been shown to be better for the community	3. The decision to locate renewables on brownfields has been shown to be better for the community	3. The decision to locate renewables on brownfields has been shown to be better for the community	3. The decision to locate renewables on brownfields has been shown to be better for the community
4.The intermittency of electricity is a major concern that needs to be addressed with various solutions	4.The intermittency of electricity is a major concern that needs to be addressed with various solutions	4.The intermittency of electricity is a major concern that needs to be addressed with various solutions	4.The intermittency of electricity is a major concern that needs to be addressed with various solutions	4.The intermittency of electricity is a major concern that needs to be addressed with various solutions
5. Today a smaller share of the oil that is used in the U.S. comes from foreign sources	5. Today a smaller share of the oil that is used in the U.S. comes from foreign sources	5. Today a smaller share of the oil that is used in the U.S. comes from foreign sources	5. Today a smaller share of the oil that is used in the U.S. comes from foreign sources	5. Today a smaller share of the oil that is used in the U.S. comes from foreign sources
6. One idea is to provide them with universal access to clean cooking devices	6. One idea is to provide them with universal access to clean cooking devices	6. One idea is to provide them with universal access to clean cooking devices	6. One idea is to provide them with universal access to clean cooking devices	6. One idea is to provide them with universal access to clean cooking devices



APPENDIX 3C: Parallel Panic Game Cards

A <ul style="list-style-type: none">•User behavior•Removing old devices•Poorly insulated	A <ul style="list-style-type: none">•User behavior•Removing old devices•Poorly insulated	A <ul style="list-style-type: none">•User behavior•Removing old devices•Poorly insulated	A <ul style="list-style-type: none">•User behavior•Removing old devices•Poorly insulated	A <ul style="list-style-type: none">•User behavior•Removing old devices•Poorly insulated
B <ul style="list-style-type: none">•State regulated transmission lines•Difficult to store electricity•Promising smart grid	B <ul style="list-style-type: none">•State regulated transmission lines•Difficult to store electricity•Promising smart grid	B <ul style="list-style-type: none">•State regulated transmission lines•Difficult to store electricity•Promising smart grid	B <ul style="list-style-type: none">•State regulated transmission lines•Difficult to store electricity•Promising smart grid	B <ul style="list-style-type: none">•State regulated transmission lines•Difficult to store electricity•Promising smart grid
C <ul style="list-style-type: none">•Improved efficiency•Expand current supplies•Reducing emissions•Diversifying energy mix	C <ul style="list-style-type: none">•Improved efficiency•Expand current supplies•Reducing emissions•Diversifying energy mix	C <ul style="list-style-type: none">•Improved efficiency•Expand current supplies•Reducing emissions•Diversifying energy mix	C <ul style="list-style-type: none">•Improved efficiency•Expand current supplies•Reducing emissions•Diversifying energy mix	C <ul style="list-style-type: none">•Improved efficiency•Expand current supplies•Reducing emissions•Diversifying energy mix
D <ul style="list-style-type: none">•Bring down home values•Spreading toxins•Unightly•Inefficient land use	D <ul style="list-style-type: none">•Bring down home values•Spreading toxins•Unightly•Inefficient land use	D <ul style="list-style-type: none">•Bring down home values•Spreading toxins•Unightly•Inefficient land use	D <ul style="list-style-type: none">•Bring down home values•Spreading toxins•Unightly•Inefficient land use	D <ul style="list-style-type: none">•Bring down home values•Spreading toxins•Unightly•Inefficient land use



APPENDIX 3D: Peer Review Frame and Progress Report Interview

Date: _____

I. Peer Review Frame

PowerPoint creator's name: _____

Peer reviewer's name: _____

- A. Take 5 minutes to look through your partner's PowerPoint and complete the checklist of features (from the rubric). Circle any that are not true. Then write some "Glows and Grows."

- ☐ Slides follow a logical order
- ☐ Appropriate number of slides
- ☐ Clearly defined introduction section
- ☐ Clearly defined body section
- ☐ All bullet points have parallel structure
- ☐ All bullet points use reduced grammar
- ☐ All bulleting follows the "Rule of Six"
- ☐ No more than 2 different font types
- ☐ Font size is consistent and 28+
- ☐ Font color is consistent and contrasts well with the background
- ☐ Background is uncluttered
- ☐ Background color contrasts well with font color

The introductory slides include...

- ☐ title slide with presenter's name and institution
- ☐ effective attention-getter
- ☐ explanation of topic and/or objectives
- ☐ outline of the main ideas to be covered

The body slides include...

- ☐ meaningful, balanced array of graphs, photos, and/or other images
- ☐ clear, organized sequence of 2-4 main ideas
- ☐ specific statistics, dates, locations, or other detailed examples to support each main idea

Glows:

Grows:

- B. *Change papers with your partner now* so he/she can see what your responses to Part A. Ask your partner the following:
- Which parts of your PowerPoint do you feel confident about?
 - Which parts do you think still need the most work?
 - Which aspects would you like my opinion on?

II. Progress Report Interview

Now work with a new partner. Ask your partner the following questions:

- How far have you gotten?
- How much more time will you need to spend on the body slides?
- What was the best piece of advice you got from your first partner?
- Is there anything you would like a second opinion on?

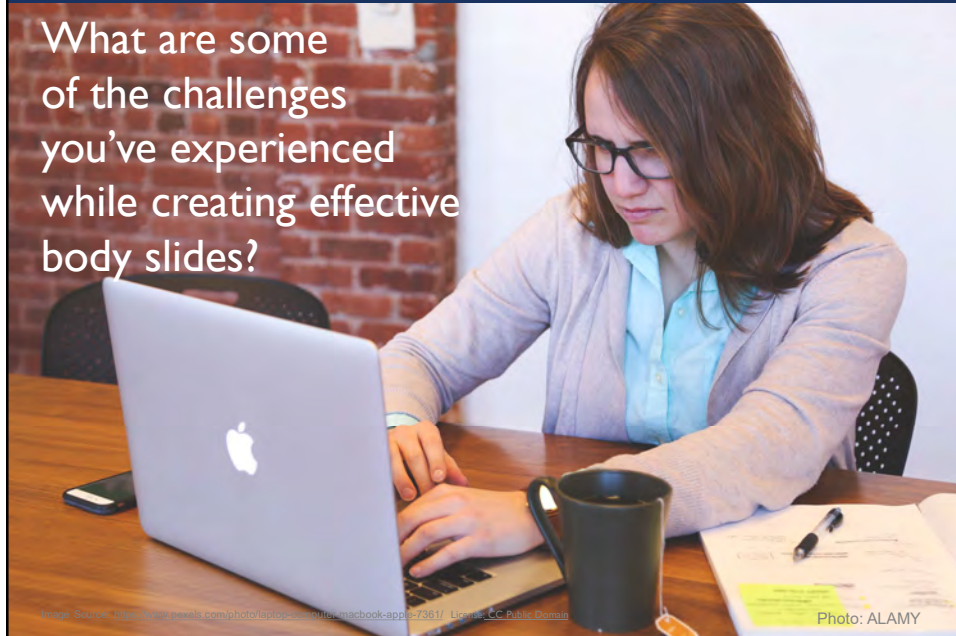
APPENDIX 3E: Creating Body Slides



APPENDIX 3E: Creating Body Slides

Turn & Talk

What are some of the challenges you've experienced while creating effective body slides?



Objectives

Participants will be able to:

1. Understand the overall structure of body slides
2. Utilize best practices for formatting text and images in body slides

APPENDIX 3E: Creating Body Slides

Outline

1. Getting Started
2. Recommendations for Slide Text
3. Recommendations for Slide Images

I. Getting Started



Image Source: <https://www.pexels.com/photo/blue-concrete-pavement-with-100m-sprint-paint-60230/> License: CC Public Domain

Review Overall Formatting Tips

- Avoid too many bullets, pictures, graphs, charts, or animations
- Make sure the audience can see or read your slides
- Less is more, simple is good!

Transition from Introduction

- Your introduction will give:
 - Background information
 - Outline of presentation
- Use the outline of main ideas to guide your body slides

2. Recommendations for Slide Text

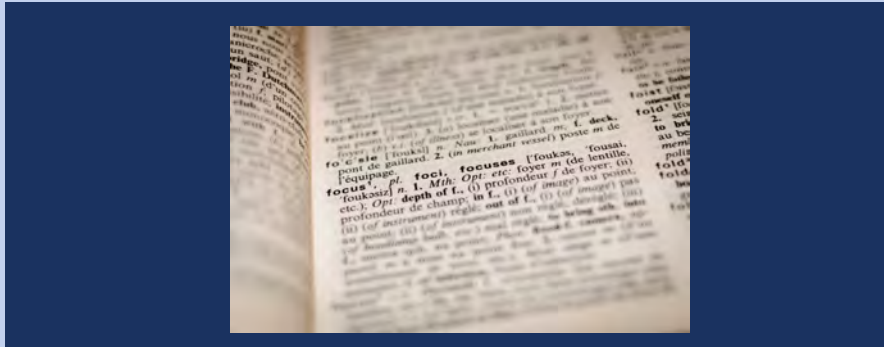


Image Source: <https://www.pexels.com/photo/focus-dictionary-word-definition-24017/> License: CC Public Domain

One Topic/Main Idea At A Time

- Write slide title to show topic or question at hand
- Harness images to convey focused message
- Use bullets sparingly to explain the details

APPENDIX 3E: Creating Body Slides

Strategy to Explain the Details

- Add bullets as cues for meaningful key words/concepts
- Consider animating each one to appear upon clicking
- Prepare note cards to help you remember more detail

Parallel Structure of Bullets

- Use same grammatical structure for grouped bullet points
- Adjust phrasing as needed



Image Source: <https://pixabay.com/en/railroad-tracks-rails-railway-train-422254/> License: CC Public Domain

APPENDIX 3E: Creating Body Slides

Reduced Grammar and Rule of 6

- Use reduced grammar as needed
 - 6 bullets per slide
 - 6 words per bullet



Reduced Grammar and Rule of 6

- Eliminate unnecessary “function” words
- Reduce to telegraphic form
- Make every word count!

Reduced Grammar and Rule of 6

Wordy

- The world's demand for available energy is increasing by a significant amount each year

Concise

- Energy demand increasing yearly

3. Recommendations for Slide Images



Image Source: <https://www.pexels.com/photo/canon-lens-photography-photographer-57559/> License: CC Public Domain

APPENDIX 3E: Creating Body Slides

Era of Image-driven Slides



Image Source: <https://www.pexels.com/photo/road-car-blurred-morning-sun-46277/> License: CC Public Domain

Which presentation do you want to attend? Why?

A

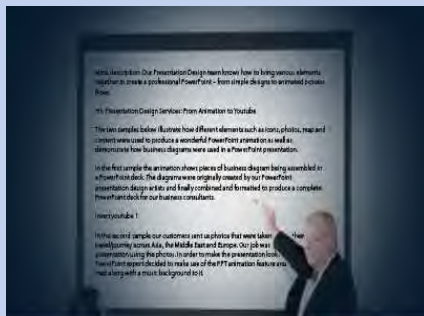


Image Source: <http://www.infocampus.com/labs/all/visual-communication-32526-collaboration/worst-ppt-slide-contest-winners>

B



Image Source: <http://blog.ted.com/tag/presentations/> License: CC BY 3.0

APPENDIX 3E: Creating Body Slides

Take a Vote

- Is it ok for body slides to contain no images?
Explain your answer.
- Is it ok for body slides to contain no text?
Explain your answer.



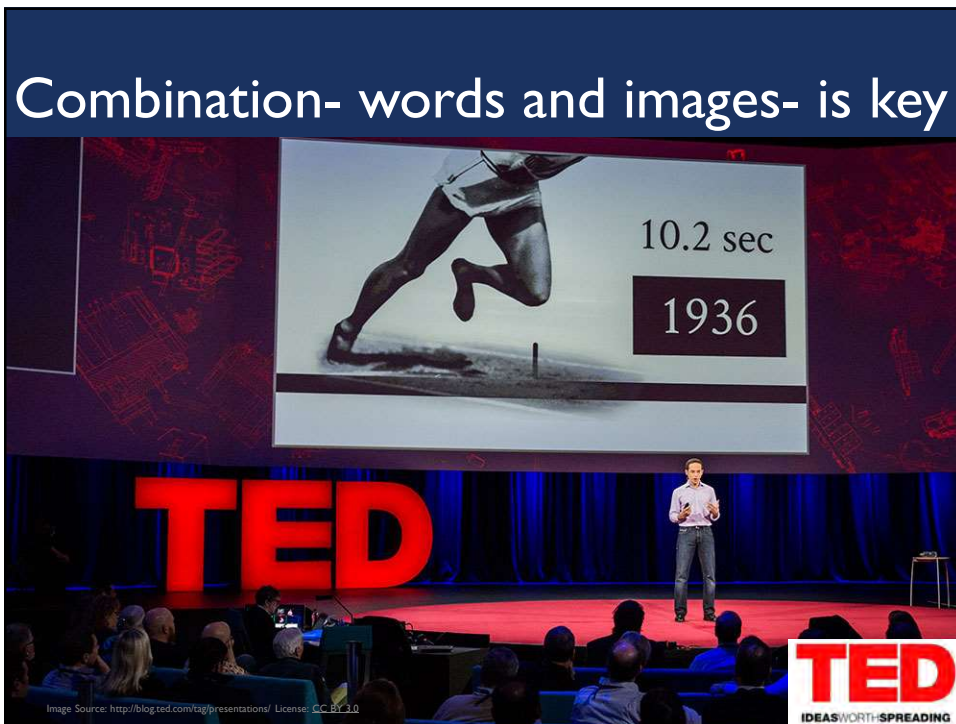
Image Credit: <https://pixabay.com/en/hands-hand-raised-hands-raised-220163/> License: CC, Public Domain

Images are powerful communicators



Image Source: https://en.wikipedia.org/wiki/Space_Shuttle_orbiter#/media/File:Space_Shuttle_Columbia_launching.jpg License: CC, Public Domain

APPENDIX 3E: Creating Body Slides



Remember: Images Need Careful Formatting

What
messages do
these graphs
convey?

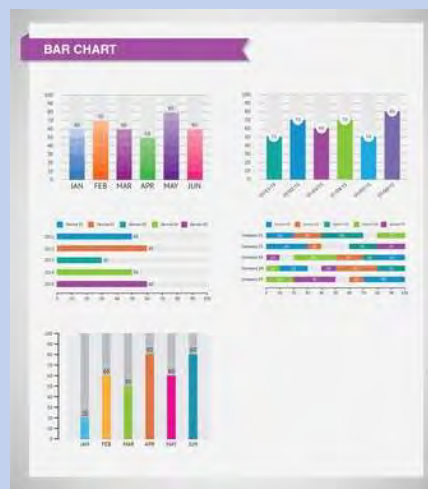


Image HTML Code © | Dreamstime.com

APPENDIX 3E: Creating Body Slides

Font & Color

- Don't use a font color that is difficult to read

- Make sure the font is big enough to read




Image Source: <https://pixabay.com/en/magnifying-glass-increase-search-1374389/> License: CC Public Domain

Make the body of your presentation the best it can be!



Image Source: http://www.clipartpanda.com/clipart_images/trophy-clip-art-vector-clip-5876330 License: CC Public Domain

References & Resources

- Penn State website: Effective Presentations in Engineering and Science
 - <http://www.engr.psu.edu/speaking/VISUAL-AIDS.html>
- A Presentation and PowerPoint Blog
 - <http://www.allaboutpresentations.com/>
- Article: Resurrecting the Bullet Point
 - <http://ubiquity.acm.org/article.cfm?id=1972563>





APPENDIX 4A: Conference Presentation PowerPoint Design and Formatting Rubric

Big Picture Breakdown

	4 Excellent	3 Good	2 OK	1 Problematic
<u>Overall Organization</u> : slides follow a logical order, the number of slides is appropriate, there is a clear introduction section, body section, and conclusion section				
<u>Bulleting</u> : bullet points have parallel structure and have reduced grammar; the bullets follow the “Rule of Six”				
<u>Visual Appeal & Readability</u> : font type, color and size are legible; images and graphics are used meaningfully and in appropriate proportions; background is uncluttered and does not distract from text				
<u>Introduction Components</u> : the introductory slides include... <ul style="list-style-type: none"> • title slide with presenter’s name and institution • effective attention-getter • explanation of topic and/or objectives • outline of the main ideas to be covered 				
<u>Body Components</u> : the body slides include... <ul style="list-style-type: none"> • meaningful, balanced array of graphs, photos, and/or other images • clear, organized sequence of 2-4 main ideas • specific statistics, dates, locations, or other detailed examples to support each main idea 				
<u>Conclusion Components</u> : the conclusion slides include... <ul style="list-style-type: none"> • summary of main points • revisiting of the main idea or other reference to the beginning of the presentation • references/resources • thank-you to the audience • invitation for the audience to ask questions 				

Total: ____/24

Constructive Feedback


 Glows Strengths	Grows Areas that could use improvement 
<p><i>Suggested wording:</i></p> <ul style="list-style-type: none"> • <i>great job explaining, including, clarifying, etc</i> _____ • <i>I appreciated, I liked the way you</i> _____, • <i>your</i> _____ <i>was/were excellent because</i> _____ 	<p><i>Suggested wording:</i></p> <ul style="list-style-type: none"> • <i>consider adding more</i> _____ • <i>it would help to keep working on</i> _____ • <i>it may be worth taking a closer look at</i> _____

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APPENDIX 4B: Effective Conclusion Slides

Effective Conclusion Slides


The Last Piece of the Puzzle



U.S. DEPARTMENT OF STATE
ENGLISH LANGUAGE PROGRAMS

Image Source: <https://pixabay.com/en/puzzle-share-fit-piecing-together-1261138/> License: CC Public Domain

Turn & Talk



1. Why do presentations need a conclusion?
2. What would happen if your PPT presentation didn't have a conclusion?

Image source: <http://www.public-domain-image.com/free-image/people/people-participating-at-town-hall-meeting-and-talking-about-local-environmental-issues> License: CC Public Domain

APPENDIX 4B: Effective Conclusion Slides

Objectives

Participants will be able to:

1. Articulate the reason for including a conclusion section in their PowerPoint
2. Understand the recommended components of a conclusion section

Outline

1. Aims of a Conclusion Section
2. Conclusion Components
3. Model of Concluding Slides

APPENDIX 4B: Effective Conclusion Slides

I. Aims of a Conclusion Section



Image Source: <https://pixabay.com/en/target-dart-aim-objective-success-1414188/> License: CC Public Domain

Aims of a Conclusion Section

- Reestablish key points
- Prioritize final “takeaway”
- Provide distinct closure
- Thank audience
- Manage questions

2. Conclusion Components



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Conclusion Components

- Summary
- Final thought/message
- Thank-you
- References or resources
- Invitation for questions

APPENDIX 4B: Effective Conclusion Slides

Summary

- Repeat outline slide
- Rephrase key points
- Avoid introducing new information
- Bring “full circle” – reminder of significance, objectives, etc.

Final Thought/Message

Options:

- Use a question
- Quote a well-known person
- Call audience to action
- Provide a recommendation or suggestion
- Extend topic into the future with next steps

APPENDIX 4B: Effective Conclusion Slides

Thank Audience

- Keep wording and formatting simple
- Dedicated slide for “thank you”
 - allows for applause
 - clear signal of end



Image Source © Rawpixelimages | Dreamstime.com

References or Resources

- Provide full disclosure and academic integrity
- Offer helpful value-added feature
- Pre-empt questions about more information

APPENDIX 4B: Effective Conclusion Slides

Questions and Answers

- Q&A effective as dedicated slide
 - clear designation of the segment
 - contact information visible
 - direct further questions to your email when time runs out



Image Source: <https://pixabay.com/en/questions-who-what-how-why-where-1328465/> License: CC Public Domain

3. Model of Concluding Slides



Image Source: <https://pixabay.com/en/office-meeting-illustration-975971/> License: CC Public Domain

APPENDIX 4B: Effective Conclusion Slides

Final Thoughts

Don't forget to:

- Summarize main points
- Leave a final takeaway message
- Thank the audience
- Provide professional references or resources
- Invite questions

“Finally, in conclusion, let
me just say this.”

~Peter Sellers

APPENDIX 4B: Effective Conclusion Slides

Thank you for listening!

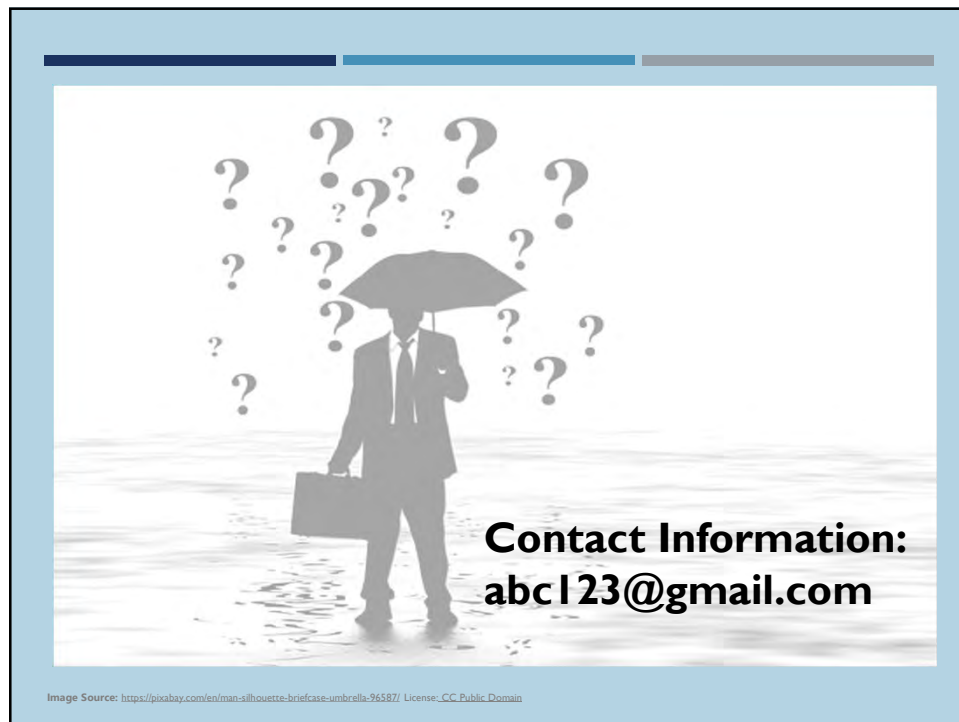


Image HTML Code © Martinmark | Dreamstime.com

References

- <https://blog.slideshare.net/2013/07/29/5-powerful-ways-to-close-a-presentation/>
- <http://www.drmichellemazur.com/2013/05/ruin-presentation-30-seconds.html>

APPENDIX 4B: Effective Conclusion Slides





APPENDIX 5A: Holistic Rubric for Evaluating a Presentation and PowerPoint

Presentation	Excellent	Good	OK	Poor
1. Delivery Confident body language, eye contact, smile, natural gestures				
2. Speaking Clear pronunciation, natural speed, enthusiasm				
3. Content Concise, easy to follow, includes AR process				
Comments:				
PowerPoint	Excellent	Good	OK	Poor
1. Appropriate use of PPT Adds to narrative, provides more information, presenter stands to left, does not read from slides				
2. Organization of slides Logical order, distinct intro, body, conclusion				
3. Visual appeal Strategic use of color, font, appropriate photos, quality graphics, adequate white space				
4. Appropriate use of text Meaningful, concise text If using bullets, no more than 6 per page, no more than 6 words per line				
5. Professionalism Carefully edited for spelling, grammar, consistency, spaces, visual balance (alignment, centering)				
Comments:				
Strengths	Areas for Improvement			
Suggested wording: <ul style="list-style-type: none">● Great job explaining/including/clarifying...● I appreciated/liked the way you...● Your ____ was/were excellent because...● I noticed that you...	Suggested wording: <ul style="list-style-type: none">● Consider adding more...● You might want to take a closer look at...● What do you think about...?● What would it look like if you...?			



APPENDIX 5B: Analytic Rubric for Evaluating a Presentation and PowerPoint

Content and Organization		Presenter Name:
Category	Score 1-4	Comments
Content		
Introduction		
Body		
Conclusion		

	4	3	2	1
Content	All main points support the central idea. The presenter shows a full understanding of the topic.	Most of the main points support the central idea. The presenter shows a good understanding of the topic.	Main points only partially support the central idea. The presenter shows an understanding of part of the topic.	The main points do not support the central idea. The presenter does not understand the topic.
Introduction	Includes all five parts: attention-getter, personal introduction, central idea, importance of topic, and an outline of the main points.	Includes four of the five parts.	Includes three of the five parts.	Includes two of the five parts.
Body	Main points are clearly stated and backed up with details. Presenter uses transitions between main points.	Main points are mostly clearly stated and backed up with details. Presenter uses transitions between most main points.	Main points are somewhat clearly stated and backed up with details. Presenter uses transitions between some main points.	Main points are not clearly stated and backed up with details. Presenter does not use transitions.
Conclusion	Includes all five parts: signal the conclusion, summary of the main points, reference back to the introduction, thank the audience, and invite questions.	Includes four of the five parts.	Includes three of the five parts.	Includes two of the five parts.

Strengths	Areas for Improvement
<p>Suggested wording:</p> <ul style="list-style-type: none"> • Great job explaining/including/clarifying... • I appreciated/liked the way you... • Your ____ was/were excellent because... • I noticed that you... 	<p>Suggested wording:</p> <ul style="list-style-type: none"> • Consider adding more... • You might want to take a closer look at... • What do you think about...? • What would it look like if you...?



APPENDIX 5C: Analytic Rubric for Evaluating a Presentation and PowerPoint

PowerPoint		Presenter Name:
Category	Score 1-4	Comments
Slides Included		
Text		
Graphics		
Consistency		

	4	3	2	1
Slides Included	The presentation includes all of the necessary slides: Title slide, outline, main points, conclusion, thank you/questions.	The presentation includes most of the necessary slides.	The presentation includes some of the necessary slides.	The presentation includes very few of the necessary slides.
Text- Font Choice and Formatting	Font formats (size, color, bold, italics) are easy to read. The presenter uses bullet points whenever possible.	Font formats (size, color, bold, italics) are mostly easy to read. The presenter mostly uses bullet points whenever possible.	Font formats (size, color, bold, italics) are somewhat easy to read. The presenter uses some bullet points.	Font formats (size, color, bold, italics) are difficult to read. The presenter does not use bullet points.
Graphics	The presenter uses pictures, graphs, and charts. The graphics are clear and easy to read, and support the main points. There are no more than two pictures on a slide.	The presenter uses a few pictures, graphs, and charts. The graphics are mostly clear and easy to read, and support the main points. Three or more pictures on a slide.	The presenter uses one picture, graph, or chart. The graphic is somewhat clear and easy to read, and somewhat supports the main points. Four or more pictures on a slide.	The presenter does not use any graphics.
Consistency	The colors, bullet points, font sizes, titles, etc. all look the same. The presenter uses the same animations and theme on each slide.	The colors, bullet points, font sizes, titles, etc. change a little bit. The presenter uses one or two different animations and themes.	The colors, bullet points, font sizes, titles, etc. change several times. The presenter uses several different animations and themes.	The colors, bullet points, font sizes, titles, etc. all look very different

Strengths	Areas for Improvement
<p>Suggested wording:</p> <ul style="list-style-type: none"> • Great job explaining/including/clarifying... • I appreciated/liked the way you... • Your ____ was/were excellent because... • I noticed that you... 	<p>Suggested wording:</p> <ul style="list-style-type: none"> • Consider adding more... • You might want to take a closer look at... • What do you think about...? • What would it look like if you...?



APPENDIX 5D: Analytic Rubric for Evaluating a Presentation and PowerPoint

Speaking Skills		Presenter Name:
Category	Score 1-4	Comments
Speaks Clearly		
Gestures and Expressions		
Volume		
Posture and Eye Contact		

	4	3	2	1
Speaks Clearly	Speaks clearly and slowly the entire speech. Pauses after main points, and emphasizes important words. Easy to understand	Speaks clearly and slowly for most of the speech. Frequently pauses after main points, and emphasizes important words. Mostly easy to understand	Speaks clearly and slowly for some of the speech. Sometimes pauses after main points, and emphasizes important words. Somewhat easy to understand	Does not speak clearly and/or speaks too quickly. Does not pause or emphasize key words. Difficult to understand.
Gestures and Facial Expressions	Uses many gestures looks interested throughout the entire speech. Smiles when appropriate.	Uses gestures most of the time and looks mostly interested. Smiles a few times.	Uses some gestures and looks somewhat interested. Smiles once or twice.	Does not use gestures or change facial expressions. Does not smile.
Volume	Volume is loud enough to be heard by all of the audience during the entire presentation.	Volume is loud enough to be heard by all of the audience during most of the presentation.	Volume is loud enough to be heard by all of the audience during half of the presentation.	Volume is too quiet.
Posture and Eye Contact	Stands up straight, looks relaxed and confident. Uses eye contact with the entire room during all of the presentation.	Mostly stands up straight, looks mostly relaxed and confident. Uses eye contact with most of the room during almost all of the presentation.	Stands up somewhat straight, looks somewhat relaxed and confident. Uses eye contact with some room during part of the presentation.	Does not stand up straight. Looks nervous. Does not make eye contact.

Strengths	Areas for Improvement
<p>Suggested wording:</p> <ul style="list-style-type: none"> Great job explaining/including/clarifying... I appreciated/liked the way you... Your ____ was/were excellent because... I noticed that you... 	<p>Suggested wording:</p> <ul style="list-style-type: none"> Consider adding more... You might want to take a closer look at... What do you think about...? What would it look like if you...?



UNIT 5

PUBLIC SPEAKING AND ORAL PRESENTATIONS



Introduction to Public Speaking and Oral Presentations

This unit consists of seven lessons on public speaking and drafting a professional, oral conference presentation. Lesson 1 (Public Speaking Skills) and Lesson 2 (Impromptu Speaking) can be taught as stand-alone lessons. Lessons 3-7 are sequential, taking students through the organization and writing of the three components of an oral presentation: the introduction, body, and conclusion. The unit ends with a lesson dealing with common issues that can arise during conference presentations.

Background

In survey after survey of people's greatest fears, public speaking tops the list. Many academic settings and professions require some form of public speaking, and students and professionals who choose to avoid public speaking find that it can be detrimental to their careers. While there is not one guaranteed way to eliminate this fear, learning positive communication strategies, careful preparation, and above all, practice, go a long way toward helping people combat their "stage fright" and successfully navigate professional, oral presentations.

The purpose of these public speaking lessons is to increase the self-confidence of students in their ability to deliver a professional, oral conference presentation through targeted instruction, peer feedback, and dynamic speaking activities. Throughout these lessons, students will improve their organization and presentation writing skills, strengthen their verbal and non-verbal public speaking abilities, learn strategies for navigating public speaking mishaps, and prepare for **impromptu speaking** situations. While the first two lessons of the unit can be taught as a stand-alone lesson with any class that needs to develop public speaking skills, the lessons regarding the components of a presentation are carefully **scaffolded** to provide students with the appropriate language and a clearly defined structure to support the development of each component. Using the lessons in this unit, students will be able to create clear, coherent, and effective oral presentations.



Affective Filter - the internal, psychological filter made up of emotional and motivational factors that impacts the learning of a second language. A high affective filter contributes to stress and anxiety

Impromptu Speaking - speaking done without previous preparation or practice

Scaffolding - the practice of breaking up a learning experience into distinct parts in order to move students to mastery of the whole skill

Approach

Public practice and speaking in front of others, especially in a foreign language, requires students to take a risk which can lead to anxiety and embarrassment. These negative feelings can block the students' ability to process and learn new information and skills. Each of the lessons in this unit begins with a fun and interactive speaking warm-up designed to lower the students' **affective filter**. The purpose of the warm-ups is not to force students to face their fears, but rather to encourage them to smile, relax, and reduce performance anxiety so that they will be more open to learning the language and presentation skills encountered in the rest of the lesson. The number one tip for delivering effective

presentations is to practice. More importantly, it is to practice out loud-preferably in front of an audience-even if it's just an audience of one. Far too often, classes designed to teach students presentation and public speaking skills require students to passively sit and listen to the teacher. Students have limited opportunities to speak, and the only feedback they receive is from the teacher. In contrast, the lessons in this unit are filled with multiple opportunities for students to practice speaking with a partner or a small group, as well as activities where students give and receive peer feedback. These activities build confidence and familiarity with the new language and speaking skills required for delivering a presentation so that students feel prepared to give a speech in front of a larger audience.

Throughout these lessons, the integrated content boxes provide suggestions to the teacher on how to tie the lesson content to students' professional areas of interest and to integrate content-specific language into the activities. Incorporating vocabulary and materials that are specific to the students' field of work or study helps to make the lessons relevant to the immediate communication needs of the students. This increases student motivation and helps to foster a more positive learning environment.

Lesson	Objectives
1- Public Speaking Skills	<ul style="list-style-type: none"> • Identify a variety of public speaking skills that engage audiences • Apply five essential public speaking skills to presentation deliveries • Recognize areas for personal improvement in regards to public speaking skills and set personal goals for those areas
2- Impromptu Speaking	<ul style="list-style-type: none"> • Identify situations where delivering an impromptu speech may be expected • Recognize the four different parts of an impromptu speech according to the PREP system • Deliver an effective impromptu speech using the PREP system
3- Presentation Structure	<ul style="list-style-type: none"> • Identify the three components of a presentation as well as the individual elements that make up each component • Articulate to others the key elements that make up one of the presentation components • Recognize and name presentation components during a sample presentation

Lesson	Objectives
4- Introductions	<ul style="list-style-type: none"> • Identify the five elements of introductions • Understand the purpose of attention-getters in oral presentations and recognize six different strategies for using an attention-getter • Articulate opinions on which type of attention-getter is the most effective method of engaging audiences
5- Presentation Body	<ul style="list-style-type: none"> • Clearly state the main point at the beginning of each section in the body of the presentation • Incorporate transitions between the introduction and main points of the presentation • Make reference to and provide a clear explanation of visuals used in the PowerPoint
6- Conclusions	<ul style="list-style-type: none"> • Identify the elements that make up an effective conclusion • Write an example conclusion using specific phrases for each element of the conclusion • Effectively respond to questions during the question and answer session of a presentation • Evaluate confidence levels on constructing presentations and identify strategies that can be used to increase confidence
7- Problem Solving Common Issues in Presentations	<ul style="list-style-type: none"> • Problem solve common issues that arise when delivering presentations • Develop skills for continued problem solving



Lesson 1: Public Speaking Skills



- Identify a variety of public speaking skills that engage audiences
- Apply five essential public speaking skills to presentation deliveries
- Recognize areas for personal improvement in regards to public speaking skills and set personal goals for those areas



Single Copy or Reference:

- **Public Speaking Skills** worksheet
- **Public Speaking Skills Rating Scale** worksheet

Props, Technology, or Other Resources:

- YouTube videos at
<https://www.youtube.com/watch?v=uOLa9X0PTdU>
<https://www.youtube.com/watch?v=8S0FDjFBj8o>

Lesson Plan

 1 hour

Warm-Up: Nonsense!



Students warm up by having nonsense conversations using a single word over and over.



None



5 minutes

Activity 1: Introduction to Speaking Skills



Students activate prior knowledge of good examples of public speaking skills by reflecting on their own experiences, sharing with a partner, and sharing with the whole class. The teacher shows the class two video examples of presentations and records student comments about what was good and bad about each video.



Public Speaking Skills
worksheet

Youtube Video 1 and 2



15 minutes

Activity 2: Building Up Speaking Skills



Students practice applying good public speaking skills one at a time to their own speech (small class and large class versions).



Large piece of paper and
marker



20 minutes

Activity 3: Speaking Skills Feedback



In partners or small groups, students practice introducing themselves, and using good public speaking skills; those listening give immediate feedback.



Public Speaking Skills
worksheet



15 minutes

Wrap-Up: Personal Goal Setting



Students reflect on their experience in class and write two goals for themselves related to public speaking.



None



5 minutes

Warm-Up: **Nonsense!**

STEP 1

The teacher explains:

"You are about to have a very easy conversation in English. In fact, it is so easy that you will only need to use one word!"



None



5 minutes

The teacher writes a word on the board (ex: blah, chicken, yes, etc.) and explains to the class that they are going to have a conversation with a partner; however, the only word anyone is allowed to speak is the word written on the board. The teacher calls a student to the front of the room to demonstrate. Both the teacher and the student change their tones to sound like they are having a conversation, but they only repeat the one word over and over.

Example:

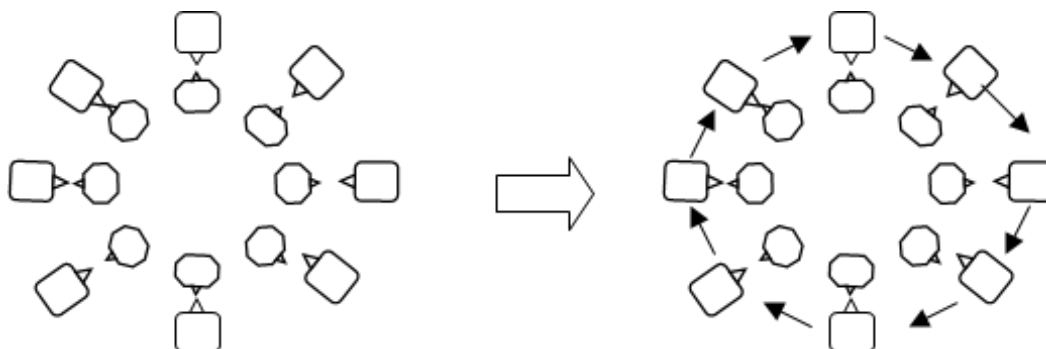
"Blah blah blah, blah blah?"

"Blah blah blah blah. Blah blah blah"

"Blah blah blah. Blah blah blah "

STEP 2

The teacher organizes the students into a **fluency circle**, an outer circle and an inner one (see diagram below). Students in the inner circle face out; those in the outer circle face in. Facing their partner, students have a one-minute conversation using only the one word written on the board. The pairs must keep talking for the full minute; they shouldn't run out of things to say! The teacher walks around and encourages the pairs to keep speaking. Note: Fluency circles are sometimes referred to as **speed-dating configurations**.



STEP 3

At the end of a minute, the teacher calls time and has the outer circle rotate one person clockwise so that all students have a new partner. The teacher then gives the students a new word and the partners proceed to have a "conversation" using the new word for another minute. The above procedure can be repeated several times (as long as the class is engaged), with the outer circle moving clockwise, and the students given a new word for each turn.

Activity 1: Introduction to Public Speaking Skills

STEP 1



The teacher asks:

"Think about public speakers and presentations you have seen in the past. What makes someone a good, engaging public speaker? What makes someone a poor, boring public speaker?"

The students think quietly for one minute, then turn to a partner and share their answers.

STEP 2

After both partners have had a chance to speak (1-2 minutes), the teacher brings everyone back together, and partners share their answers with the whole class. The teacher records responses on the board.

STEP 3

The teacher explains to the class that they are going to watch two very different examples of professional presentations. The students are to analyze the presenters' delivery styles and decide which speaking practices are positive and will engage the audience, and which ones are poor and will cause the audience to be bored or inattentive. The teacher asks the class to predict which speaking practices they think that they will observe in the videos.

STEP 4

The teacher shows each video to the class two times. (Both videos should be stopped at 1 minute 30 seconds, and then replayed to the same time.) The first time the students watch the video, they need to look for and note the positive and strong speaking skills.



Public Speaking Skills
worksheet

Youtube Video 1 and 2

<https://www.youtube.com/watch?v=uOLa9XOPTdU>

<https://www.youtube.com/watch?v=8S0FDjFBj8o>



15 minutes



The second time the students watch the video, they need to look for and note speaking habits that are poor and disengaging. At the end of the second video, the teacher hands out the worksheet **Public Speaking Skills** worksheet (see **Appendix 1A**), and the students work in pairs or small groups to fill it out.

STEP
5

The students share their answers as a class. Then, in the same pairs or small groups, students choose the three speaking skills they think are the most important for a strong public speaker. If there is time, students can share these answers.



NOTE TO TEACHERS

*This type of discussion strategy is called **Think, Pair, Share**. This cooperative learning strategy promotes differentiated instruction by providing a structure for students to formulate individual ideas and express their ideas in a low-pressure setting. The **think** portion of the activity builds in wait time so that all the students have a chance to think about their responses rather than one student calling out the answer. The **pair** portion gives all students a chance to communicate their answers with a partner, which increases their sense of involvement in the task. During the **share** portion, the students have already had the opportunity to rehearse their responses, which builds confidence and makes it easier for less assertive students to participate.*

Option: If the teacher does not have access to media, the students can act as the examples. The teacher breaks the class into small groups, and lets each group know whether they will model an example of strong and engaging public speaking skills or poor and unengaging public speaking skills. The students brainstorm a list of attributes, either good or bad, depending on their focus; students nominate a person from their group to stand up in front of the room and demonstrate for the class.

After each model, the teacher leads the class in a brief discussion of what they saw, and students note the positive or negative attributes on the worksheet. After the discussion, the students choose the three speaking skills they think are the most important for a strong public speaker.



NOTE TO TEACHERS

Integrating Content: *Rather than showing the video examples provided, the teacher can choose to show a short portion (2-3 minutes) of a video that features a speaker delivering a presentation on a topic related to the students' fields or areas of study. Using a video with relevant content helps to make the activity seem less abstract, and makes it easier for the students to put themselves in the shoes of the speaker.*

The teacher follows the instructions from Step 2 of the activity, substituting the content-related video for the ones recommended in the activity.

Looking for a content video? TED is a free, online video collection of short, powerful talks and presentations (often referred to as Ted Talks) that covers a huge range of topics, from science to entertainment to global business, in more than 100 languages. Thousands of videos can be searched by topic at www.ted.com.

Activity 2: Building Up Speaking Skills

STEP 1

The class stands in a circle with the teacher. The teacher explains that they are going to explore some skills for public speaking, and that this will be a chance for everyone to experience using these skills. The teacher gives the class 1-2 simple sentences to say which each student can individualize; the class rehearses the lines several times.



None



20 minutes



"My name is _____. I work/study at _____, and today I'm going to talk to you about _____."

STEP 2

Next, the teacher writes: **Confident Stance**. The teacher demonstrates a strong, confident stance and explains:

Confident Stance



"For a confident stance, feet are usually shoulder-width apart. Your shoulders should be back, your spine straight, and your chin slightly lifted. Your arms can be at your sides or you can gently clasp your hands together in front of you."

The students copy the teacher and practice standing and looking confident. Once everyone is standing and looking confident, the teacher goes around the circle and has each student say the lines that they have practiced. If anyone drops the confident stance while they are speaking, the teacher taps the board next to the words to remind them to check their posture.

STEP
3

The teacher continues the activity, following the same pattern for: speak loudly, smile, eye contact, and hand gestures. First, the teacher writes the skill on the board, and then demonstrates saying the lines while incorporating the speaking skills. All of the students practice together, and then each student takes a turn saying the lines while incorporating the speaking skills. By the end of the activity, all of the students should be speaking the lines while incorporating a confident stance, speaking loudly, smiling, making eye contact, and using hand gestures.

Option: If the class is too large to stand in a circle and speak one at a time, the teacher can do the same activity with the students standing up at their desks. The teacher follows the same pattern:

- 1) write the speaking practice on the board,
- 2) demonstrate incorporating the speaking skills while saying the lines,
- 3) have the entire class listen and repeat.

However, rather than going around the circle to practice saying the lines one at a time, the students will turn to a partner to say the lines. The listening partner acts as a monitor and reminds the partner who is saying the lines of any of the speaking skills that he/she forgot to incorporate. The teacher can move around the room during this time to observe.

Activity 3: Public Speaking Skills Feedback

STEP
1

The teacher hands out copies of the **Public Speaking Skills Rating Scale** sheet (see **Appendix 1B**) and asks the students to read through it. The teacher explains that the students will be giving short impromptu presentations. Students will be rated by their peers on the five speaking practices

the previous activity. The teacher tells the students they will talk for 30-45 seconds about a familiar topic (Ex: family members, a past vacation, their school, etc.). The teacher gives the class 2-3 minutes to write down basic notes about the topic. Students practice what they will say out loud before being rated by peers.

If students are unfamiliar with using a rating rubric, the teacher may want to demonstrate its use by first modeling a short presentation and asking the class to use the rubric formula to rate the teacher on his/her incorporation of the five speaking skills.



Copies of the **Public Speaking Skills Rating Scale** sheet into individual sections



15 minutes

STEP
2

The teacher divides the class up into partners or small groups. One of the students is the speaker. The students who aren't speaking are responsible for observing and rating the speaker. The students who are the speakers stand up and deliver their presentation to their partner or small group. The listeners observe the speakers and use the rubric to score their speaking skills. Next, the students switch roles, and the speaker becomes the observer.

STEP
3

After everyone has had a chance to speak and observe, the students receive their rating sheets; this gives them the opportunity to see how their perceptions of their performance match up with their partner's observations.

Wrap-Up: **Personal Goal Setting**

STEP
1

The teacher asks the students to write down two personal goals they have for improving their public speaking skills, based on the day's lesson. Students write their skills down in a notebook and share their goals with a partner.



None



5 minutes



Lesson 2: Impromptu Speaking



- Identify situations where delivering an impromptu speech may be expected
- Recognize the four different parts of an impromptu speech according to the PREP system
- Deliver an effective impromptu speech using the PREP system



Student Copies:

- **Impromptu Speaking: PREP System** handouts
- **Impromptu Speaking Tips** handouts
- Scratch paper

Single Copy or Reference:

- None

Props, Technology, or Other Resources:

- **Topic Cards** prepped with impromptu speaking topic ideas (one per student)

Lesson Plan



1 hour 15 minutes

Warm-Up: Talk About It!



Students line up and take turns speaking about a word for 30 seconds at a time.



None



15 minutes

Activity 1: Set the Stage



Students share their feelings about an impromptu speaking scenario and brainstorm situations where they might be called upon to make an impromptu speech.



None



10 minutes

Activity 2: Delivering a PREP Speech



Teacher explains the PREP impromptu speech system and gives an example to students; students practice writing an impromptu speech and share with a partner.



PREP System handout
Scratch paper



25 minutes

Activity 3: PREP Speech Mingle



Students read about impromptu speaking tips and participate in a mingle activity applying the tips while giving three different impromptu speeches.



Impromptu Speaking Tips handout

Topic Cards prepped with impromptu speaking topic ideas (one per student)



20 minutes

Wrap-Up: What Did You Learn?



Students deliver PREP speeches about what they learned in the lesson.



None



5 minutes

Warm-Up: **Talk About It!**

STEP 1

The teacher explains to the class that they are going to begin this impromptu speaking lesson with an impromptu speaking game. The teacher writes the following words on the board: **public speaking, nervous, introduction, audience, and happiness.**

Class members stand in two lines facing each other. The teacher calls out a word from the board, and the students in the left-hand line must talk to their partner, across from them in the right-hand line, about the word for 30 seconds without stopping.

The students are free to say anything they want. They can tell a story, give a definition, or talk about their feelings; however, whatever they say must be based on the word.

STEP 2

After 30 seconds, the teacher stops the students and chooses a new word from the board. The students in the right-hand line must speak to their partner in the left-hand line about the new word for 30 seconds without stopping.

STEP 3

After 30 seconds, the teacher quiets the students. The student at the front of the left-hand line moves to the back of the line as the other students all move forward one position. The students in the right-hand line do not move. When everyone has a new partner, the teacher calls out a new word and repeats steps 2. This process is repeated several times.

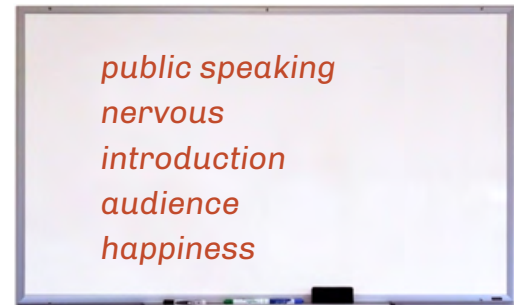
Option: This activity can also be done using a fluency circle, where half of the students form an inner circle facing out and the remaining students form an outer circle facing in. The students facing each other switch roles speaking and listening until the time is up. The outer circle then moves clockwise one person, while the inner circle remains stationary. This will pair up new students to speak with each other. This process continues until all students in the inner circle have been paired with those in the outer circle and vice versa.



None



15 minutes



NOTE TO TEACHERS

The best way for students to improve at any type of public speaking is for them to have as many chances as possible to practice speaking out loud. In many classes, students do not get many opportunities to speak, because the teacher calls on students one at a time to stand up and deliver their speech or presentation. In this lesson, partners

and small groups are utilized in order to give students the opportunity to deliver impromptu speeches multiple times. Speaking with a partner or in a small group can also provide good preparation, practice, and confidence building opportunities for students before they give a speech in front of an entire class..

Activity 1: Set the Stage

STEP 1

The teacher asks the class if the previous public speaking activity was easy or difficult for them and asks the students to explain their answers. The teacher tells the class that there are times when it can be quite challenging to speak in public, especially when they don't know the topic in advance. The teacher asks the class to close their eyes and imagine this scenario:



None



10 minutes



"You are attending the first day of a large professional conference. All of the participants, over 300, are gathered together in the auditorium for the opening keynote address. The conference chair steps to the microphone, explains to the audience that the keynote speaker has been delayed, and informs them that he will be asking several members of the audience to stand up and say a few words. He then points directly to you and asks you to come to the stage and tell everyone why you decided to attend the conference. All 300 audience members are looking at you and waiting for you to speak. How do you feel?"

STEP 2

The teacher invites several students to share with the rest of the class how they would feel if they were in this situation. After students have shared their emotions, the teacher explains that this type of public speaking situation is called impromptu speaking: a speech event where the speaker has little or no time to prepare their speech.

While this type of speaking can be very intimidating and challenging, there are ways that the students can prepare themselves in case they are ever in a situation where they are called on to give an impromptu speech.

STEP 3

The teacher asks the class:



"What are some situations where you might be called on to deliver an impromptu speech?"

(Expected/Possible answers: a wedding, a party, introducing a speaker, during a meeting, etc.)

Activity 2: Delivering a PREP Speech

STEP 1

The teacher passes out the **Impromptu Speeches: PREP System** handout (see **Appendix 2A**) and, going through the system, explains to the class that this is one way to deliver an impromptu speech.



Impromptu Speeches: PREP System handout

Scratch paper



25 minutes

STEP 2

The teacher demonstrates how to use the PREP system by giving an impromptu speech.



Point - *"The main point that I would like to share with you today is how important it is not to be afraid of impromptu speaking."*

Reason - *"Being able to speak in front of an audience with very little preparation can be very empowering."*

Example - *"I still remember the first time that I had to give an impromptu speech. I was terrified and literally shaking in my shoes. It wasn't the best speech I ever gave, but I decided not to give up. With time and practice, I became better and better at speaking in public. Today I am more confident and not afraid to take chances."*

Point - *"When we face our fears and give ourselves and others a voice, it empowers us and makes us stronger."*

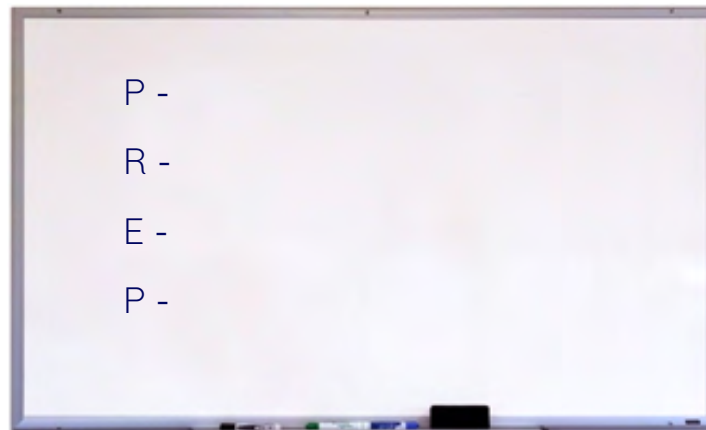
STEP 3

The teacher puts the students in small groups asks them to come up with several suggestions for an impromptu speech topic. After a few minutes, the teacher tells each group to decide on its best topic. Each group shares their best topic, and the teacher writes them on the board. The class then votes for the best impromptu topic.

STEP 4

The teacher informs the students that he/she will give an impromptu speech on the topic they have voted as "best." Students are instructed to take out a piece of scratch paper and take notes as the teacher is speaking, identifying the P-R-E-P elements of the speech. The teacher gives his/her speech, using the PREP cues

as the framework for the speech. When the teacher is finished speaking, he/she asks students to share with a partner what they've written for each letter of the PREP system. While they are doing this, the teacher writes on the board:



When students are finished discussing, the teacher asks for volunteer students to share with the class what they have discussed with their partners. The teacher writes this information on the board next to the corresponding letters.

**STEP
5**

The students independently choose another impromptu speech topic and use the writing section on the bottom of their handouts to write a PREP speech. After they have finished writing, students turn to a partner and practice their PREP speeches aloud with their notes.



NOTE TO TEACHERS

When asking the students to suggest impromptu speech topics, the teacher can ask for "hot topics" from the students' areas of work or study. For example, if the students are healthcare professionals, some topic ideas might include: infectious diseases, counterfeit drugs, improving public hygiene, malaria prevention, etc.

Activity 3: PREP Speech Mingle

STEP 1

The teacher passes out the **Impromptu Speaking Tips** handout (see **Appendix 2B**). The students read through it independently. Each student is given a **Topic Card** (to be prepared by the teacher, see **Appendix 2C**). The students hold their topic cards facing outwards in front of them so that other students can read the topic.

STEP 2

Students walk around the room, find a partner, look at their partner's Topic Card, and deliver an impromptu speech on that topic using the PREP framework. The teacher moves around the room observing and reminding students to follow the impromptu speaking tips.

STEP 3

After both partners give a speech, they split up to find a new partner with a different Topic Card. Students partner up with a new person and practice giving impromptu PREP speeches on different topics. This process is repeated as time permits.

STEP 4

The teacher asks for several volunteers to come to the front of the room to deliver their favorite speech from the mingle activity.



Topic Card
Impromptu Speaking
Tips handout



20 minutes

Topic:

Malaria Prevention



NOTE TO TEACHERS

Integrating Content: Before the class, the teacher can write down impromptu speech cues on the Topic Cards that are related to the students' areas of work or study. There should be at least three different topics represented. For example, if the students are officials from the Ministry of Transportation, the Topic Cards might include: public transportation, national highways, trans-border transportation, infrastructure, railroads, etc. Alternatively, the teacher can hand out blank Topic Cards, and students can work in pairs to come up with topics related to their fields of work or study.

Wrap-Up: **What Did You Learn?**

STEP 1

The teacher informs the class that their final impromptu speech topic is “What I learned in class today,” and that they have one minute to deliver their speech to a partner.

STEP 2

All students stand up and turn to a person standing next to them. One student delivers his/her speech. After one minute, the teacher quiets the students and the other student delivers his/her speech to his/her partner.



None



15 minutes



Lesson 3: Presentation Structure



- Identify the three components of a presentation as well as the individual elements that make up each component
- Articulate to others the key elements that make up one of the presentation components
- Recognize and name presentation components during a sample presentation



Student Copies:

- **Self Needs Analysis** half-page worksheet
- **Parts of a Presentation** worksheet
- **Introduction, Body, Conclusion** worksheet cut into the three different parts

Props, Technology, or Other Resources:

- Slips of paper (one for each expert group) that say **Introduction, Body, or Conclusion**
- YouTube video at <https://www.youtube.com/watch?v=dYHbHVFypjo>

Lesson Plan



1 hour 20 minutes

Warm-Up: Alphabet Speeches



The students practice public speaking skills by giving a “speech” to a partner where they recite the alphabet.



None



5 minutes

Activity 1: Presentation Needs Analysis



The students get into small groups and discuss which elements they believe should be included in the presentation component they will be reading about as a group.



Self Needs Analysis
half-page worksheet



10 minutes

Activity 2: Expert Group Reading and Learning



The teacher distributes one piece of the jigsaw (the introduction, body, or conclusion) to each group. Students read their section and complete the corresponding worksheet section on what to include, and then discuss how to explain the information to other students who will not have learned about the same component.



Slips of paper with
Introduction, Body, or Conclusion written on them
Parts of a Presentation
worksheet

Introduction, Body, Conclusion worksheet cut into sections



25 minutes

Activity 3: Jigsaw Group Teaching



Students get into small groups and each take turns teaching their group about the presentation component they learned about in their previous group.



Parts of a Presentation
worksheet

Introduction, Body, or Conclusion worksheet



20 minutes

Activity 4: Analyze a Speech checklist



Students watch a video of an example presentation, and note which elements from each presentation component were included.



Analyze a Speech checklist
YouTube speech example



15 minutes

Wrap-Up: What Did You Learn?



Each student tells the teacher one new thing that he/she learned during the lesson.



None



5 minutes

Warm-Up: Alphabet Speeches

STEP
1

The teacher explains that all students are going to start the class by giving a speech to a partner. The students are going to give a “speech” to their partner by reciting the alphabet. This will enable them to concentrate on everything they learned in the public speaking lesson (Lesson 1 from this unit): eye contact, smiling, gestures, a confident stance, without having to think about what they are saying. Like the nonsense conversations in Lesson 1 of this unit, students should say the alphabet as if they are saying something really important. The teacher gives a demonstration:



None



5 minutes



“Welcome, and thank you for coming to this presentation. A, BCD! E,F, G, H? I,JKL, M. NOP! Q, R, S, T, UVW? X. Y, Z? Thank you so much for listening. Do you have any questions?”

Option: If students are uncomfortable with the alphabet, the teacher may use numbers 1-30 or some other simple language students can easily recite from memory.

STEP
2

The students stand up, face a partner, and take turns saying their alphabet speech. If there is time, they can switch partners several times. The object of the activity is to practice public speaking skills out loud and to have fun and laugh while doing so.

Option: Teachers can also use a fluency circle configuration for this activity, as described in Lesson 1 of this unit.

Activity 1: Presentation Needs Analysis

STEP 1

The teacher explains that the students are going to reflect on the last presentation that they gave, whether it was for a class, conference, or as part of their job. The teacher then hands out the **Self Needs Analysis** worksheet (see **Appendix 3A**). Students read through the chart, then fill it out individually.



Self Needs Analysis
worksheet



10 minutes

STEP 2

Students turn to a partner and discuss their answers, explaining to their partner how confident they feel with the various presentation components. The students identify the top areas that they are interested in working on for themselves during the next few lessons in the **Public Speaking** unit.

Activity 2: Expert Group Reading and Learning

STEP 1

The teacher divides the class into small expert groups. Each group receives a slip of paper that reads Introduction, Body, or Conclusion. Groups brainstorm which elements should be included in their respective portions of a presentation.



Slips of paper with
Introduction, Body, or Conclusion written on them

Parts of a Presentation
worksheet



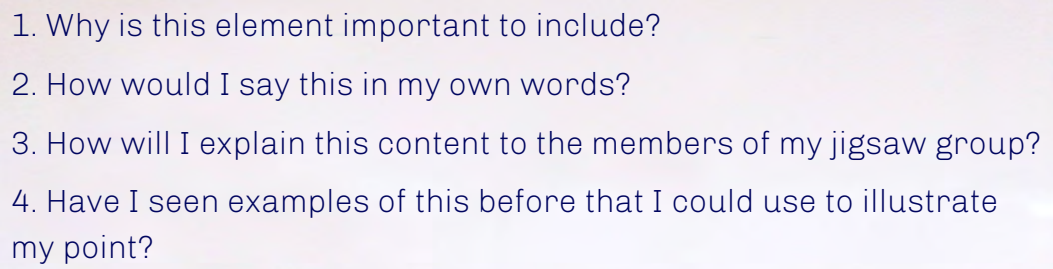
20 minutes

STEP 2

The teacher gives each expert group the section of the **Introduction, Body, Conclusion** worksheet (see **Appendix 3B**) that matches their topic. The students read their section, discuss why they feel that each element is important, contribute any examples that they can think of, and then work together to fill out the related section on the **Parts of a Presentation** worksheet (see **Appendix 3C**). The teacher tells the students to write the description of the elements in their own words, rather than copying word for word from the handout.

STEP 3

In their groups, the students prepare themselves to move into their jigsaw groups. The teacher writes questions on the board for students to think about before moving to their jigsaw groups:

- 
1. Why is this element important to include?
 2. How would I say this in my own words?
 3. How will I explain this content to the members of my jigsaw group?
 4. Have I seen examples of this before that I could use to illustrate my point?

Activity 3: Jigsaw Group Teaching

STEP 1

Students reorganize into jigsaw groups of three. Each new group should consist of a member from each of the three expert groups, so that each jigsaw group has an expert on **introductions**, an expert on **body**, and an expert on **conclusions**.



Parts of a Presentation
worksheet

**Introduction, Body, or
Conclusion** worksheet



20 minutes

STEP 2

Each group member has five minutes to teach the rest of the group about his/her presentation component. He/she needs to explain the different elements that should be included in the component, discuss why each element is significant in supporting the audience's understanding, and give examples of phrases and expressions that can be used. The other group members listen, ask questions, and complete the corresponding section of the **Parts of a Presentation** worksheet (see **Appendix 3C**).

STEP 3

The teacher reassembles all students and asks if they have any additional questions about the three key parts of a presentation.



NOTE TO TEACHERS

Jigsaw Reading is an activity that promotes student collaboration. Students are first divided into expert groups where each group is provided with one piece of the reading that they should collaboratively master (i.e., become “experts” on). Next, one member from each expert group joins a new jigsaw group where group members teach each other what they have learned in their original (expert) group. This cooperative learning structure is touted by research as a way to promote interdependent learning and build a strong classroom community. It can also serve as a method for delivering differentiated instruction. When the students break into expert groups, it allows the teacher to match them with a text that is appropriate to their reading level. When they join their jigsaw groups, they have the opportunity to learn from their peers who have also worked with a text that is level-appropriate.

Activity 4: Analyze a Speech checklist

STEP 1

The teacher tells the class that they now have the opportunity to listen to an example presentation. The teacher hands out the **Analyze a Speech** checklist (see **Appendix 3D**), and explains that the students will need to check the box next to the presentation component if they hear the speaker in the video use it during his example presentation. The teacher also warns the students that not all of the elements are included in the example, so they need to listen carefully. The students should also note on their sheet if there are components that they feel are done particularly well or particularly poorly.

STEP 2

The teacher plays the video (the teacher can use the YouTube speech video with the link at page 24 above to show “Final Assessment Speech: Perfect Organized Structure” or follow instructions in the **Integrating Content** box in Note To Teachers, Page 30). As students listen, they check off the elements they hear. The teacher plays the video for a second time instructing students to check their answers and to be prepared to discuss what they heard.



Analyze a Speech checklist

YouTube speech video

<https://www.youtube.com/watch?v=dYHbHVFypjo>



15 minutes

STEP
3



The teacher leads a whole-class discussion based on the video:

"Did the speaker include an attention-getter?"

"What did he use as an attention-getter?"

"Did you find it to be effective? Why or why not?"

"Did the speaker use transitions in the body of his speech?"

"What transitions did you hear?"

The discussion continues until each item from the checklist is reviewed.

STEP
4

The students discuss the questions at the end of the worksheet with a partner or in a small group.



NOTE TO TEACHERS

Integrating Content: For this activity, teachers can choose to use a short video (five minutes or less) of a speaker delivering a presentation in students' areas of work or study. Students watch the video, checking off the components of a presentation as they hear and identify them.

Looking for a content video? TED is a free, online video collection of short, powerful talks and presentations (often referred to as Ted Talks) that covers a huge range of topics, from science to entertainment to global business, in more than 100 languages. Thousands of videos can be searched through by topic at www.ted.com.

Wrap-Up: What Did You Learn?

STEP
1

As the students exit the class or return to their seats, they are responsible for telling the teacher one new thing that they learned during this lesson. The teacher can also ask students to share with a partner.



None



5 minutes



Lesson 4: Introductions



- Identify the five elements of introductions
- Understand the purpose of attention-getters in oral presentations and recognize six different strategies for using an attention-getter
- Articulate opinions on which type of attention-getter is the most effective method for engaging audiences



Student Copies:

- ***Elements of an Introduction*** worksheet
- ***Useful Phrases for Introductions*** worksheet

Single Copy or Reference:

- ***Attention-Getter Strategies***
- ***Example Cards*** (cut into individual cards)

Lesson Plan



1 hour 15 minutes

Warm-Up: Review



Students discuss with a partner what they remember about the components of oral presentations from the previous lesson.



None



5 minutes

Activity 1: Name the Elements



Students complete a worksheet identifying and labeling the five elements of introductions.



Elements of an Introduction worksheet



20 minutes

Activity 2: Types of Attention-Getters



Students work in pairs to categorize examples of six different types of attention-getters for oral presentations.



Definitions of Strategies handout

Example Cards



20 minutes

Activity 3: Attention-Getters in Action



Students work in small groups to identify potential central ideas related to the attention-getter examples and create their own attention-getter examples for a specific strategy.



Example Cards

Attention-Getter Strategies Worksheet



25 minutes

Wrap-Up: Class Survey



The teacher polls the students to find out which type of attention-getters they find to be the most effective.



None



5 minutes

Warm-Up: **Review**

STEP 1

In partners or small groups, the students discuss what they remember from the previous lesson about the three different components of effective oral presentations. The teacher then asks students to re-read the section on introductions on their worksheet from the previous day.



None



5 minutes

Activity 1: **Name the Elements**

STEP 1

The teacher hands out the **Elements of an Introduction** worksheet (see **Appendix 4A**).

Students work independently to complete the worksheet. Students read the examples of parts of an oral presentation introduction and label them with the corresponding element.

STEP 2

Students check their answers with a partner and work together to number the elements of introductions (first, second, third, etc.). Then each partner reads one of the introductions out loud to his/her partner with the elements in the proper order.

STEP 3

The teacher hands out the **Useful Phrases for Introductions** handout (see **Appendix 4B**) for students to refer to as they write their introductions. Students read through the phrases, and ask the teacher for clarification if any are unclear. The teacher asks:



"Does anyone know any additional phrases we can add to this list?"

The teacher writes any additional phrases on the board for students to copy down into their notes or on the handout.



Elements of an Introduction
worksheet

Useful Phrases for Introductions
handout



15 minutes

Activity 2: Types of Attention-Getters

STEP 1

During the previous activity, the teacher places the six **Definitions of Strategies** for using attention-getters (see **Appendix 4C-4H**) at various locations on the walls around the room or across the board at the front of the class, and distributes the small attention-getter **Example Cards** with the different types of attention-getters to students (see **Appendix 4I**). If there are more students than cards, students can pair up and share. When the activity begins, the students with the example cards will need to stand up and move to the location of the definition that corresponds with their example.



Definitions of Strategies handout
Example Cards



20 minutes

STEP 2

Once all of the students with **Example Cards** are in place, the teacher asks one of the students from the group standing next to a strategy to read the definition aloud to the class. Then each student in the group that is standing next to that definition takes turns reading their example aloud to the class. The class confirms if they have chosen the correct definition. The teacher may want to have the students tape their examples around the definition and leave them up for students to read once the lesson is finished.

Option: If the class is too large for students to move comfortably around the room, the teacher can use the one-page handout of **Attention-Getter Strategies** (see **Appendix 4J**) in place of the large examples. The teacher divides the class into small groups and gives each group a copy of the **Attention-Getter Strategies** handout and their own copy of the **Example Cards**. The groups work together to identify which strategy is being used for each example. The groups share their answers as a whole class.



NOTE TO TEACHERS

Integrating Content: *The teacher can choose to use the examples of attention-getters provided in the handouts, or the teacher can create their own examples of attention-getters connected to the students' areas of study or work. Students can then use the content-themed attention-getters created by the teacher in Activities 3 and 4. The **Examples of Environment- Themed Attention-Getters** (see **Appendix 4K**) provides an example.*

Activity 3: Attention-Getters in Action

STEP 1

The teacher reminds the students that it is important that the attention-getter relates to central idea of the presentation. In small groups, the students choose (or the teacher may assign to each group) one of the attention-getter examples. The group discusses what the central topic of the presentation could be.



Examples Cards



45 minutes

STEP 2

Each group reads out its attention-getter, and then shares what they believe the central topic of the presentation to be. For example:

In the words of Aung San Suu Kyi: ***"In societies where men are truly confident of their own worth, women are not merely tolerated but valued."***

"I think the central idea could be women's rights."

"Maybe it's stopping violence against women."

"It could also be the importance of education for girls."

STEP 3

The teacher writes a central topic on the board related to the students' area of interest or profession (see Integrating Content below). The teacher assigns each group an attention-getter strategy. The groups work together for 10 minutes to come up with an example of their attention-getter strategy that relates to the central topic.

STEP 4

Each group shares their attention-getter example with the class.



NOTE TO TEACHERS

Integrating Content: *The central topic that the teacher writes on the board should relate to the content area of the students: environment, economics, education reform, etc. For example, if the students all come from the Ministry of Energy, some potential topics might include rural electrification or hydropower. If the students are all studying economics, some potential topics might be business regulation or inflation.*

Wrap-Up: **Class Survey**

STEP 1

The teacher conducts a brief class survey, asking the class which attention-getter strategies they believe are the most effective and which ones the students are interested in using for in their own oral presentations.



None



5 minutes



Lesson 5: Presentation Body



- Clearly state the main point at the beginning of each section in the body of the presentation
- Incorporate transitions between the introduction and main points of the presentation
- Make reference to and provide a clear explanation of visuals used in the PowerPoint



Student Copies:

- **Body of the Presentation: Transitions** handout
- **Practice: Transitions and Main Points Student A** and **Student B** worksheet
- **Referencing and Explaining Visuals** handout
- **Practice Examples 1-6**, cut into individual examples

Single Copy or Reference:

- **Pictures from newspaper or magazines**

Props, Technology, or Other Resources:

- **Lesson 5 Example PowerPoint**

Lesson Plan



1 hour 5 minutes

Warm-Up: Imaginative Images



Students randomly choose pictures, and then mingle and describe them to their classmates.



Class set of printed pictures from newspapers, magazines, or the internet



15 minutes

Activity 1: What's Wrong?



The teacher gives a short demonstration of the body of a speech that lacks transitional phrases and/or fails to explain or reference the visuals.



Lesson 5 Example PowerPoint



5 minutes

Activity 2: Guide the Audience



Students learn about stating the main points and using transitions throughout the body of their presentation, and then create a sample presentation using these skills.



Lesson 5 Example PowerPoint

Body of the Presentation:

Transitions, Practice:

Transitions and Main Points

Student A and Student B

handouts



20 minutes

Activity 3: Let Me Show You...



Students learn how to reference and explain visuals on their PowerPoint slides; they then complete an activity where they practice this skill with several partners.



Referencing and Explaining Visuals handout

Practice Examples 1-6, Lesson 5 of Example PowerPoint



20 minutes

Wrap-Up: 60 Seconds



Students write down what they learned during the lesson; several students stand up and share their answers, speaking for 60 seconds at a time.



None



5 minutes

Warm-Up: **Imaginative Images**

STEP 1

The teacher places the pictures face down on a table. Students select one picture to use as their speaking prompt.

STEP 2

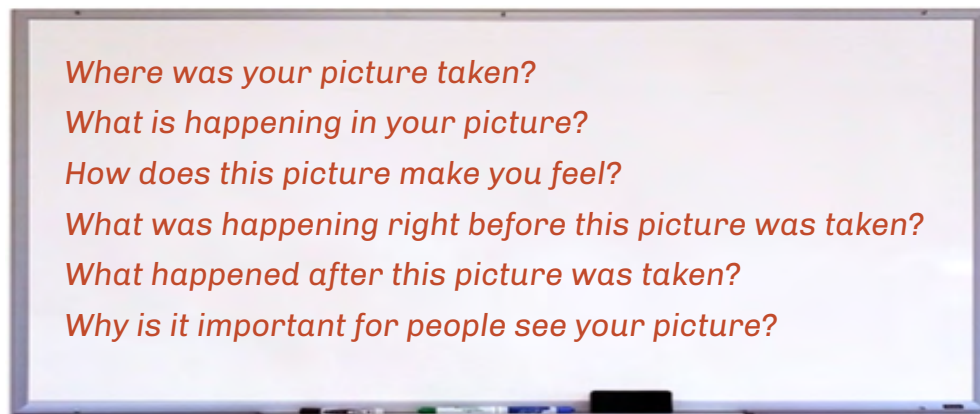
The teacher writes several prompt questions on the board:



A class set of pictures cut from magazines, newspapers, or printed off from online sources



10 minutes



Where was your picture taken?

What is happening in your picture?

How does this picture make you feel?

What was happening right before this picture was taken?

What happened after this picture was taken?

Why is it important for people see your picture?

The teacher gives students 2-3 minutes to think about what they will say about their pictures. The teacher tells the students there are no right or wrong answers for this activity, and it is important for them to try to use their imaginations and be creative.

STEP 3

The teacher gives instructions for the mingle activity telling students they will have 10 minutes to stand up, walk around the classroom, and talk with as many other students as possible. Students ask and answer the questions on the board. The students stand up and move around the room to find a partner. With their partners, students take turns describing their picture. Each student speaks with as many other students as possible during this activity. At the end of 10 minutes, the teacher collects all of the pictures.



NOTE TO TEACHERS

*In a **mingle activity**, students stand up and walk around the room, interacting or “mingling” with their classmates, usually for the purpose of asking questions and soliciting answers from their peers. Often used as ice-breakers at the beginning of a class, this highly interactive activity helps to activate and motivate students. Some tasks used with mingle activities are questionnaires, interviews, matching activities, and group dictations. A classic mingle activity is “Find Someone Who...” (See Professional Introductions unit, Lesson 2)*

Activity 1: What's Wrong?

STEP 1

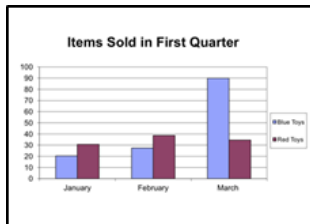
The teacher tells the students they are going to see a short example of a part of a presentation and then be asked several questions about its contents and visuals. The teacher reads aloud from the script below while showing **Lesson 5 Example PowerPoint**.



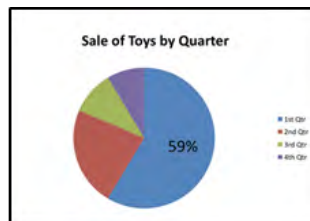
Lesson 5 Example PowerPoint



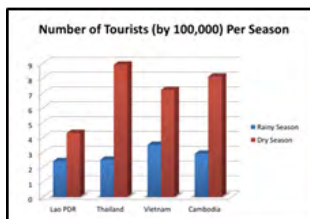
5 minutes



"Selling toys is a way for families to make ends meet, but they need to be strategic about how they go about this process. Many times the mother will sell toys from a small stall, while the father is in charge of crafting them."



"The majority of tourists come to the country during January-March. It makes sense to concentrate their selling efforts during this time."



"Vendors need to use smart business strategies to sell as many toys as possible during the dry season."

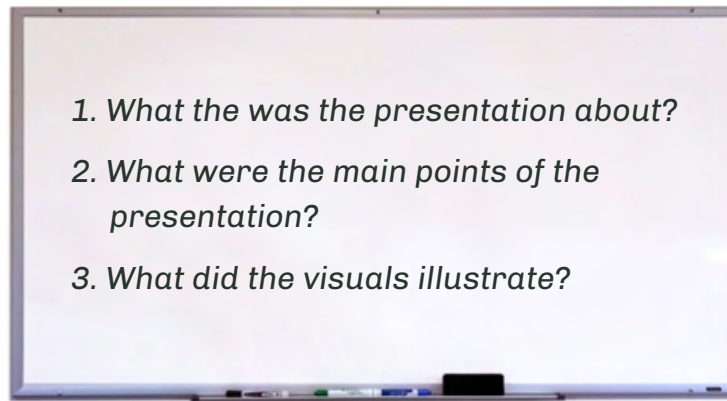


"Trainings are a great way for families to learn these types of business skills."

Option: If the teacher is unable to access the PowerPoint in their class, the PowerPoint slides can be printed out and given to the students as a handout.

STEP 2

The teacher writes 3 questions on the board:



The teacher asks the students to discuss these questions with a partner. After 1-2 minutes of discussion, the teacher asks:



"Were these questions difficult to answer?"

(Expected answer: Yes)



"Why were they difficult?"

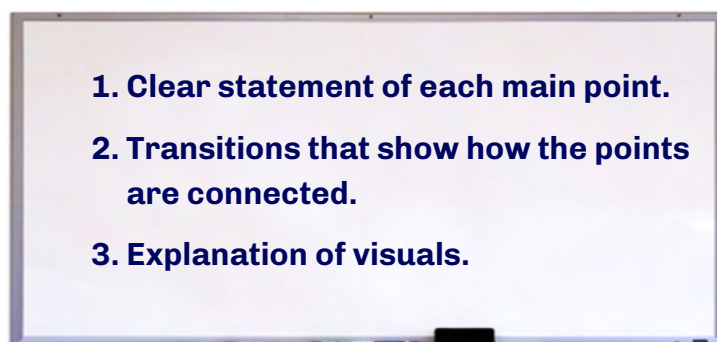
(Possible/expected answers: The visuals didn't match what was being said, the point wasn't clear, it was confusing, etc.)



*"There were three major elements missing from this presentation: **a clear statement of each main point, transitions** that show how the main points are connected, and an **explanation of visuals**. These three elements help presentations to progress smoothly, and help the audience to follow along with the speaker."*

STEP
3

The teacher re-emphasizes the three points by writing them on the board.



The teacher tells the class that they will learn how to integrate these three elements into their presentations.

Activity 2: Guide the Audience

STEP 1

The teacher distributes the handout **Body of the Presentation: Transitions** (see **Appendix 5A**). The class reads the handout silently, and the teacher checks comprehension of the example phrases with the whole class. The teacher also gives the class examples of how to use these statements with a clearly stated main point.



Lesson 5 Example PowerPoint

Body of the Presentation: Transitions

Practice: Transitions and Main Points

Student A and **Student B**
handouts



20 minutes



"The first main point I'd like to talk about is the effects of acid rain on wildlife."

"Let's begin by discussing the current laws regarding safety on the work site."

"This brings us to my second point, the problem with traffic congestion."

"Now that we understand the benefits of a public healthcare system, let's move on to my next point, which discusses the challenges of a public healthcare system."

STEP 2

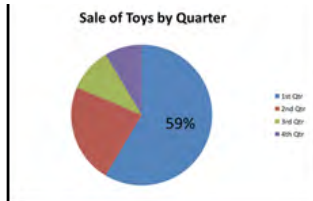
The teacher divides the class into pairs, and gives one student in each pair a copy of the **Practice: Transitions and Main Points** worksheet for **Student A** (see **Appendix 5B**), and the other student in the pair a copy of the worksheet for **Student B** (see **Appendix 5C**). The students work independently to state the main points and write out the transitions to move from point to point. Students then take turns reading their example to their partner. As their partner listens, he/she takes notes on the main points, and puts a check mark next to the transitions that he/she hears on the **Parts of a Presentation: Transitions** handout.

STEP 3

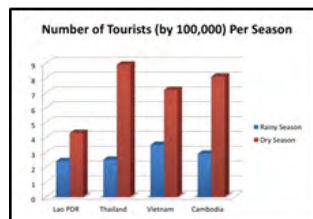
The teacher tells the class that they will now see the presentation from Activity 1 again, only this time it will include transitional phrases and clear statements of each main point. The teacher reads aloud from the script below while showing **Lesson 5 Example PowerPoint**.



"I'd like to start out with my first main point, which discusses the increasing number of families that are selling toys. Selling toys is a way for families to make ends meet, but they need to be strategic about how they go about this process. Many times the mother will sell toys from a small stall, while the father is in charge of crafting them."



"Now, I'd like to draw your attention to my next point, which is how the tourism industry affects the sale of these toys. The majority of tourists come to the country during January-March. It makes sense for the families to concentrate their selling efforts during this time."



"This brings me to my third point, which is how the tourist industry is impacted by the weather of the region. Vendors need to use smart business strategies to sell as many toys as possible during the dry season."



"The final point that I would like to discuss with you is the different methods for teaching these business strategies to the vendors. Free public trainings are a great way for families to learn these types of business skills."

Again, the teacher asks the students to explain to their partner what the presentation was about, its main points, and what the visuals illustrated. After a minute of discussion, the teacher asks the class if they found it easier to pick out the main points and follow the flow of the presentation from point to point. The teacher then puts a check mark on the board next to **Clear Statement** and **Transitions**.



1. Clear statement of each main point.



2. Transitions that show how the points are connected.

3. Explanation of visuals.

Activity 3: Let Me Show You...

STEP 1

The teacher explains to the class that they are now going to learn about the final element that was missing from the original presentation example: reference to and explanation of the visuals. The teacher distributes the handout **Referencing and Explaining Visuals** (see **Appendix 5D**) and leads the class in reading the phrases and the example together.



Referencing and Explaining Visuals
handout

Practice Examples 1-6

Lesson 5 Example PowerPoint



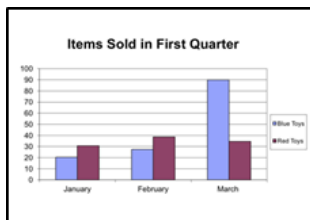
20 minutes

STEP 2

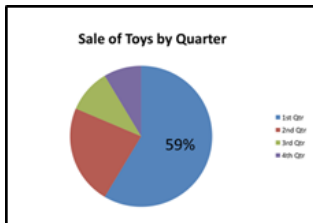
The teacher gives each student one of the **Practice Examples** (see **Appendix 5E**). In pairs, each student takes a turn using the phrases from the previous handout to reference and explain his/her visual. As partners finish, the teacher directs them to trade examples, find a new partner and repeat the process. After students talk with several partners, the teacher calls on a few students to stand up and share their example with the class.

STEP 3

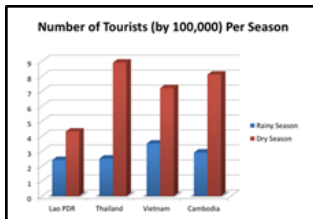
The teacher informs students that they will now see the example presentation a third time, this time including references to and explanations of visuals. As before, the teacher reads aloud from the script below while showing **Lesson 5 Example PowerPoint**.



"I'd like to start out with my first main point, which discusses the increasing number of families that are selling toys. Selling toys is a way for families to make ends meet, but they need to be strategic about how they go about this process. Many times the mother will sell toys from a small stall, while the father is in charge of crafting them. As you can see from this graph, red and blue toys tend to sell equally well, except in the month of March, when the sale of blue toys takes a huge jump. It makes sense for the father to prepare a greater number of blue toys to sell in March. Next, I'd like to draw your attention to my next point, which is how the tourism industry affects the sale of these toys."



"The majority of tourists come to the country during January-March. As this chart shows us, the sale of toys during these three months makes up 59% of the total number of toys sold throughout the year. Therefore, families should concentrate their selling efforts during this time. This brings me to my third point, which is how the tourist industry is impacted by the weather of the region."



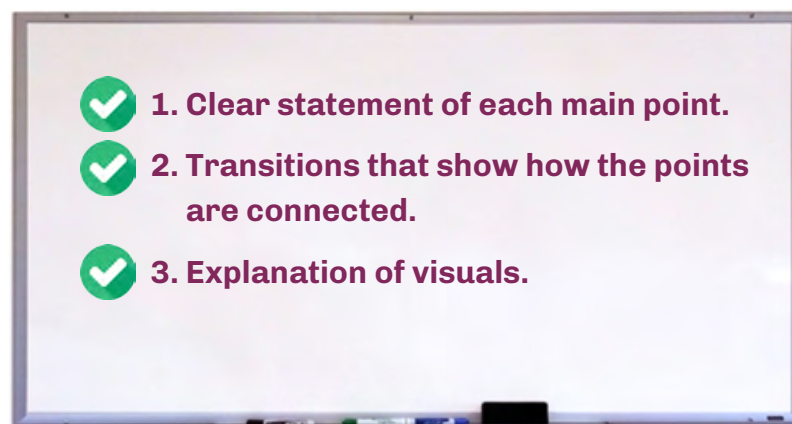
"This chart clearly indicates that the weather has a direct impact on the amount of tourists to each of the surveyed countries. Therefore, vendors need to use smart business strategies to sell as many toys as possible during the dry season. The final point that I would like to discuss with you is how these business strategies are taught to the vendors."



"In this picture, we see an example of a business training in a local village in a rural province. Training sessions in local villages are a great way for families to learn these types of business skills."

STEP 4

The teacher asks the students to explain to a partner what the presentation was about, its main points, and what the visuals illustrated. The teacher asks the students to compare their understanding of the third viewing of the presentation with the first one. The teacher checks off the final element in the list on the board:
Explanation of visuals.





NOTE TO TEACHERS

Integrating Content: For Step 2 of the activity, the teacher can replace the charts, graphs, and pictures included in the **Practice Examples 1-6** with charts, graphs, and pictures that are related to the students' fields of work or study. The teacher can choose examples out of texts and materials that are related to the field, or can conduct a Google search for appropriate examples by typing in the field of work or study followed by the words "graph" or "chart". A Google images search for "Environment Graphs" results in thousands of potential images for the teacher to select from.

Wrap-Up: 60 Seconds

STEP 1

The teacher gives the students two minutes to write down several examples of what they learned during the lesson. The teacher then calls on several different students to stand up and share their answer, speaking for 60 seconds at a time.



None



5 minutes



Lesson 6: Conclusions



- Identify the elements that make up an effective conclusion
- Write an example conclusion using specific phrases for each element of the conclusion
- Effectively respond to questions during the question and answer session of a presentation
- Evaluate confidence levels on constructing presentations and identify strategies that they can use to increase confidence



Student Copies:

- **How Does It End?** Story 1 and Story 2, cut apart
- **Parts of a Presentation: Conclusion** worksheet
- **How to Answer Questions Professionally** handout

Single Copy or Reference:

- Discussion Questions for Activity 1
- Questions for Self-Evaluation Wrap-Up
- Sample Presentation Conclusion

Props, Technology, or Other Resources:

- None

Lesson Plan

 1 hour

Warm-Up: How Does It End?



The students read a story and decide how they want the story to end. The students then tell their story from memory to a partner.



How Does It End?

Story 1 and Story 2 cut apart



15 minutes

Activity 1: Discussion Questions



The students reflect on what they already know about the parts of a conclusion.



None



5 minutes

Activity 2: Wrap It Up!



The students learn phrases that they can use in the parts of a conclusion, listen to an example read by the teacher, and write a practice conclusion.



**Parts of a Presentation:
Conclusions** worksheet



15 minutes

Activity 3: Dealing with Questions?



The students learn and practice phrases for responding to questions at the end of a presentation.



**How to Answer Questions
Professionally** handout



20 minutes

Wrap-Up: Rate Your Confidence



Students rate themselves on how confident they feel applying the lessons they've learned for writing and delivering a presentation.



None



5 minutes

Warm-Up: **How Does It End?**

STEP 1

The teacher passes out the **How Does It End?** handout (see **Appendix 6A**). Each student receives either Story 1 or Story 2. The students take five minutes to read their story and decide what happens next. The teacher tells the students that they can be as creative as they'd like. The teacher may ask the students some leading questions:



How Does It End?

Story 1 and Story 2
cut apart



15 minutes



"What is the best thing that could happen in this situation?"

"What is the worst thing that could happen in this situation?"

"What is the funniest thing that could happen?"

Student answers will vary, of course. The teacher reminds the students to make sure that their story has an ending.

STEP 2

The teacher pairs up students with Story 1 with those who have Story 2. Students with Story 1 take three minutes to tell their story from memory, including as many details as they can. They must add an ending onto the story so that it comes to a conclusion. After three minutes are up, the partners with Story 2 tell their story from memory, including as many details as they can, finishing it up with an ending of their choice.

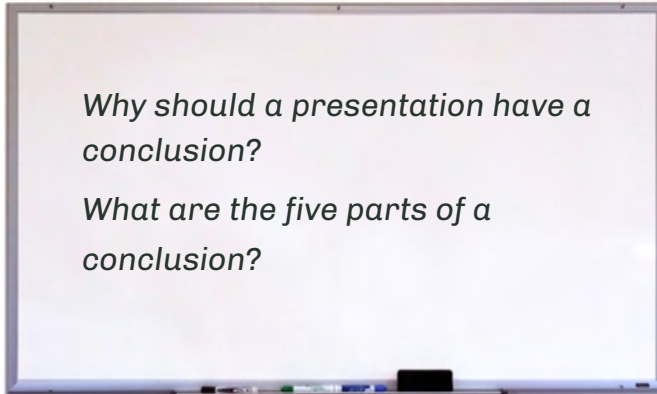
STEP 3

The teacher may ask several students to share the endings of their stories with the class.

Activity 1: Discussion Questions

STEP 1

The teacher writes the following questions on the board; the students think about the answers, and then discuss their answers with a partner.



None



5 minutes

STEP 2

The teacher asks students to share their answers with the whole class and writes out the five parts of a conclusion on the board as the students name them.

Activity 2: Wrap It Up!

STEP 1

The teacher gives students the handout, **Parts of a Presentation: Conclusions** (see **Appendix 6B**). Students silently read through Part A of the worksheet with the suggested phrases. The teacher goes through the steps one at a time and asks the class if they understand all of the phrases. The teacher can also invite students to suggest any additional phrases for each step. He/she writes these on the board and has students add them to the worksheet.



Parts of a Presentation: Conclusions worksheet



15 minutes

STEP 2

The teacher reads the following sample presentation conclusion aloud while students listen. The teacher then reads it a second time, stopping after every step for students to note the phrases used in each section of the presentation.



"This brings me to the end of my presentation. I'd like to quickly review my main points. First, I talked about using rice husks as a fuel source through the process of biomass gasification; second, I discussed the advantages of this type of renewable resource; and finally, I went over the challenges that still need to be addressed. In conclusion, I'd like to remind you that addressing the rising energy costs in Phnom Penh is a major concern that is not going to go away on its own. Thank you so much for listening to me today. I'm happy to answer any questions at this time."

STEP 3

On Part B of the worksheet, students write their own practice conclusion. The teacher walks around to assist as needed. When they are finished, students read their sample conclusion to a partner.



NOTE TO TEACHERS

Integrating Content: *The teacher can choose to write an example conclusion based on a topic related to the students' fields of work or study which integrates the phrases from the **Parts of a Presentation: Conclusions** worksheet for Step 2 of the activity.*

*For Step 3, the teacher can use the Parts of a **Presentation: Conclusions (Open Topic)** worksheet. The teacher can either fill in the Attention-Getter, Central Idea, and Main Ideas 1, 2, and 3 prior to copying the worksheet with content-related examples, or the teacher can ask the students to fill in the components using their own content-related examples. Students can draw examples from their own presentation, or they can suggest new examples related to their fields of work or study.*

Activity 3: Dealing with Questions

STEP 1

The teacher explains that the next activity will be focusing on the question and answer session at the end of the presentation. The teacher distributes the handout, **How to Answer Questions Professionally** (see **Appendix 6D**) and has the class read through the handout together.



How to Answer Questions Professionally handout



20 minutes

STEP 2

The teacher repeats the sample conclusion from Activity 1 and invites the class to ask questions. The teacher models the phrases for handling questions on the handout.

STEP 3

The teacher breaks the students into groups of three. Each group member takes a turn standing up and reading the practice conclusion that he/she wrote in Activity 1. At the end of each conclusion, the other two members of the group have three minutes to ask questions. The student who reads the conclusion uses the phrases on the handout to practice responding to the questions. The teacher reminds the students:



"Remember, you don't need to know the answer to their questions. The point of this exercise is to practice responding by using the phrases from the handout"

Wrap-Up: Rate Your Confidence

STEP 1

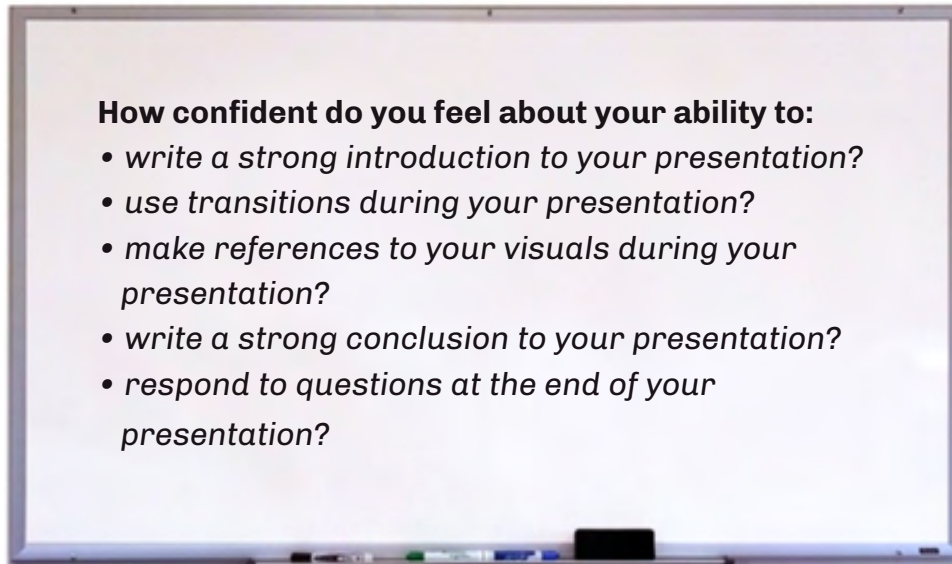
The teacher writes the following questions on the board:



None



5 minutes



The teacher asks the students to rate their answers to the following questions on a scale of 1-4 and explains the breakdown of the scale numbers. The teacher can either have the students write their answers down and keep them confidential, or they can ask the students to hold up their hands showing the number of fingers corresponding to their answers.

4- extremely confident

3- confident

2- a little confident

1- not confident

The teacher asks the students to think about and share any thoughts on what they can personally do to improve their confidence levels so that all of their responses become fours.



Lesson 7: Problem Solving/Common Issues in Presentations



- Problem solving/Common issues that arise when delivering presentations
- Develop skills for continued problem solving



Single Copy or Reference:

- ***Phrases for Handling Public Speaking Emergencies*** handout
- One set of the ***Problem Situations*** handout, cut into pieces (Optional)

Props, Technology, or Other Resources:

- Board and markers/chalk
- Slips of paper (approximately 7 per student)
- Tape

Lesson Plan



1 hour 20 minutes

Warm-Up: Common Problems



In groups, students brainstorm problems that can occur when delivering a presentation; the teacher or students summarize these problems on the board.



Board and markers/chalk



10 minutes

Activity 1: “Dear Abby” Advice Request



On a separate slip of paper, students write a request for advice related to a problem related to making a professional presentation. Students tape up the slips around the room, so they are spaced apart along the walls of the classroom.



Slips of paper (1 per student) and tape



15 minutes

Activity 2: “Dear Abby” Responds



Students walk around the room, reading the “Dear Abby” requests for advice and writing responses to the problems described. Students collect the pieces of advice that were written to the problem they generated in Activity 1 and share the responses with the class.



Slips of paper (approximately 6 per student) and tape



15 minutes

Activity 3: Public Speaking Emergencies Role-Play



Students read phrases for handling four common public speaking emergencies and role play handling these emergencies.



Phrases for Handling Public Speaking Emergencies
handout



20 minutes

Wrap-Up: Whole Class Share



Students share the best advice they received and discuss any follow-up issues.



None



5 minutes

Warm-Up: Common Problems

STEP 1

The teacher introduces the activity by recounting a time he/she encountered a problem when making a professional presentation (e.g., experiencing technical problems, being excessively nervous, losing his/her voice). He/she asks students if they have ever encountered similar problems.



Board and markers/
chalk



10 minutes

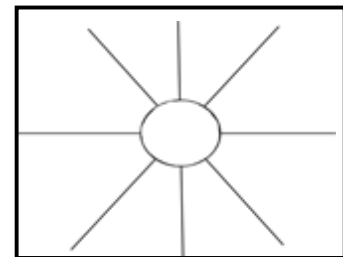
STEP 2

In pairs, students talk about problems which can occur during presentations.

STEP 3

The teacher asks one or two students to come up to the board. He/she asks class members to call out the possible problems. The students write them on the board, combining the contributions as necessary to eliminate redundancy.

Option: The teacher may choose to use a mind map such as a “spidergram” to help students organize their ideas.



Spidergram



NOTE TO TEACHERS

Activities 1 and 2 in this lesson involve students writing an advice column “Dear Abby” letter that describes a problem and then generating a response to this problem. (Students may need to be told that the “Dear Abby” advice column is syndicated in most U.S. newspapers and can be accessed at <http://www.uexpress.com/dearabby>)

Sharing real problems and advice about these problems is both directly useful for the participants and interesting for them because they benefit from getting advice on problems they have encountered. They also gain confidence helping other people with their real problems. The activity is anonymous and this helps encourage real sharing.

Having the students do all of the work, such as writing on the board, will help them with their English and get them moving instead of just sitting. They will be more likely to listen to each other and read what is written.

Activity 1: “Dear Abby” Advice Request

STEP 1

The teacher introduces the idea of an advice column such as “Dear Abby” and informs students that in this lesson they will be writing about problems they’ve experienced when making professional presentations.

Option: If Internet access is available and the classroom is equipped with a projector, the teacher can access current Dear Abby columns at <http://www.uexpress.com/dearabby> and show students a few examples. Alternatively, the teacher can print out an example and read one or two requests for advice aloud to students.



Slips of paper (1 per student)

Tape



15 minutes

STEP 2

The teacher distributes slips of paper to each student; he/she tells students that they have 5 minutes to write a brief, one-paragraph request for advice concerning a specific problem that they have experienced when giving a professional presentation. If students have problems coming up with ideas, the teacher can prompt them, e.g.: “I get very nervous when...” or “My pronunciation is not good and I’m afraid that...”).

STEP 3

As students finish, the teacher instructs them to tape their problems up around the room. The teacher may need to monitor this so that students don’t tape their problems up too closely together.

Option: Instead of having students provide the problems, teachers can use the prewritten **Problem Situations** handout (see **Appendix 7A**) and have each group select a problem that it wants to discuss.

Activity 2: “Dear Abby” Responds

STEP 1

The teacher distributes multiple slips of paper to each student (approximately 6 per student). Students are directed to disperse around the room and stand in front of one of the problems taped to the wall. (Teachers should make sure that there are roughly equal numbers of students standing by each posted problem.) Students read the problem and then write advice on one of their slips of paper, taping their advice (blank side up so that other students can't read it) next to the problem that their solution addresses. Students then move to another problem; they read it and write their advice, as above. This activity can continue until the teacher feels enough pieces of advice have been generated for each problem.



Slips of paper (roughly
6 per student)

Tape



15 minutes

STEP 2

Students go to where they have posted their own problem; they take it down, along with all of the pieces of advice that were written by their peers. Returning to their seats, they read and consider the advice.

STEP 3

The teacher puts students into small groups of 3-4. Students each share their problem and the advice they received. For each problem, group members discuss whether or not the advice provided was helpful and brainstorm alternate solutions.

STEP 4

In whole class format, students share their problems and the peer advice they received.

Option: One alternative to the above procedure is to have students write their problems on large poster paper and then have other students walk around and give advice on the poster; in this way, both the problem and the suggested solutions are visible to everyone. Another option is to have students write their problem at the very top of a piece of blank piece of paper and pass the paper in a circle for others to add their advice. Every time someone responds, the students fold the paper over so only the original problem is visible but not what others have written, so everyone is giving their own advice to the problem and not simply copying advice from others. This is a good alternative if you have a small room.

Activity 3: Public Speaking Emergencies Role-Play

STEP 1

The teacher passes out the **Phrases for Handling Public Speaking Emergencies** handout (see **Appendix 7B**) and assigns each group one of the emergency situations. The group reads through the suggested phrases, adding any additional phrases that they can think of for that type of emergency.



Phrases for Handling Public Speaking Emergencies handout



20 minutes

STEP 2

The small groups work together to write a short role-play that demonstrates their assigned emergency and shows the presenter using the suggested phrases (or additional phrases that the group added) to deal with the issue. The group should also incorporate good advice they received from the previous activity.

STEP 3

One at a time, the groups demonstrate their role-play for the class. At the end of every role-play, the teacher leads a brief discussion, asking:



"What was the emergency?"

"How did the presenter handle it?"

"What phrases did you hear the presenter use to deal with the emergency?"

"Are there any additional phrases or advice that you would like to share for this particular type of emergency?"

Wrap-Up: Whole Class Share

STEP 1

The teacher leads a short class discussion by asking:



"What is the best piece of advice that you heard today?"

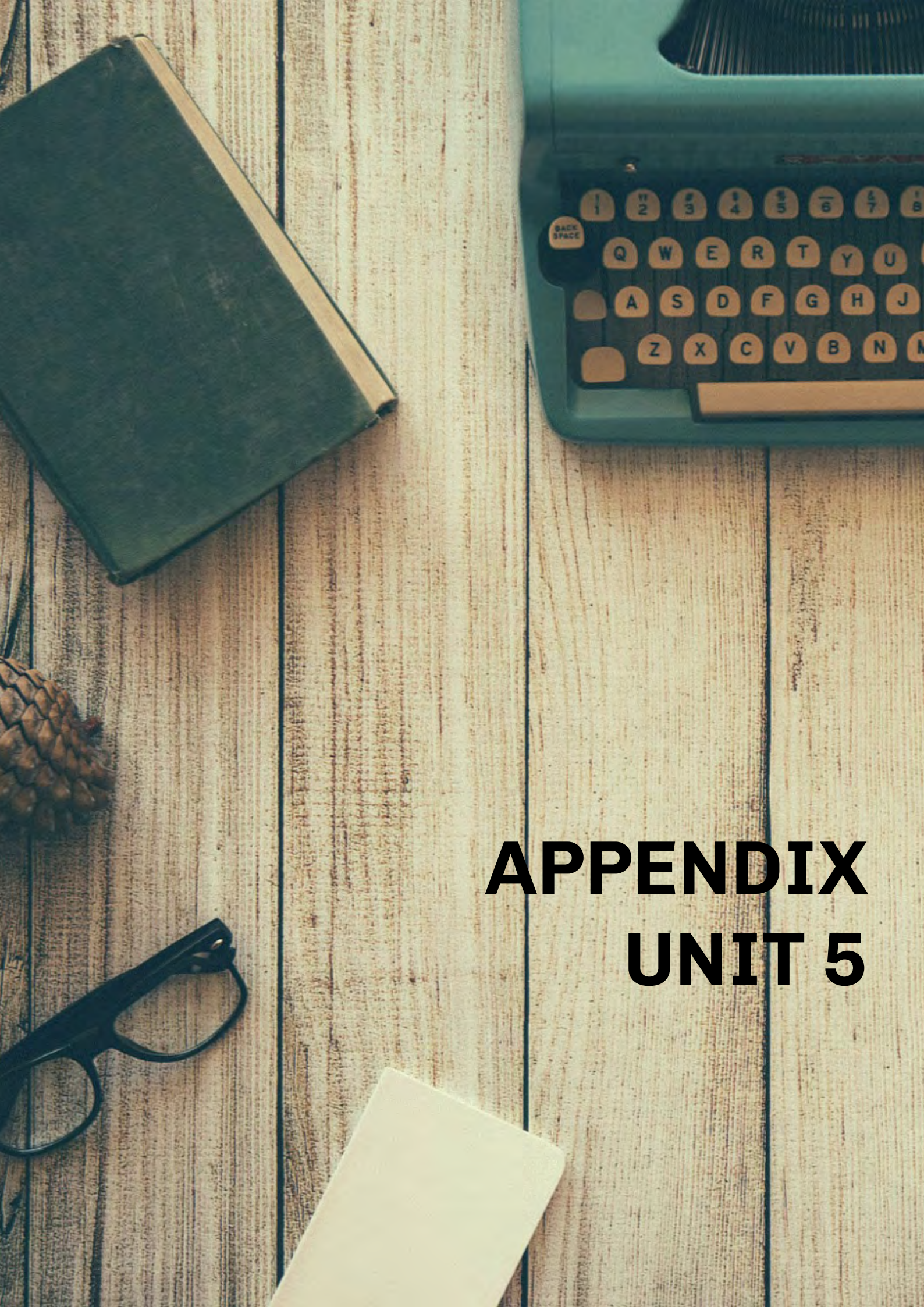
"Are there any other situations that you would like advice on?"



Whiteboard/Markers



5 minutes



APPENDIX

UNIT 5



APPENDIX 1A: Public Speaking Skills

What public speaking skills help someone to be a strong, engaging public speaker?

Qualities of an engaging public speaker	Qualities of a poor public speaker



APPENDIX 1B: Public Speaking Skills Rating Scale

Speaker's Name: _____

Rate the speaker on the five different public speaking skills on a scale of 1 to 4.

4= Excellent- The speaker demonstrates the use of this skill frequently and appropriately.

3= Good- The speaker demonstrates the use of skill several times.

2= Acceptable- The speaker demonstrates the use of this skill once or twice.

1= Needs Improvement- The speaker never uses this skill.

Confident Stance	Smile	Eye Contact	Pause (After important information)	Gestures

Speaker's Name: _____

Rate the speaker on the five different public speaking skills on a scale of 1 to 4.

4= Excellent- The speaker demonstrates the use of this skill frequently and appropriately.

3= Good- The speaker demonstrates the use of skill several times.

2= Acceptable- The speaker demonstrates the use of this skill once or twice.

1= Needs Improvement- The speaker never uses this skill.

Confident Stance	Smile	Eye Contact	Pause (After important information)	Gestures



APPENDIX 2A: Impromptu Speeches: PREP System

Being asked to give an impromptu speech can be intimidating for even the most experienced speaker. An impromptu speech is given with little or no preparation, but there are still ways that you can prepare yourself. Practicing impromptu speaking skills will help you to be able to rise to the occasion if you are unexpectedly asked to speak. It will also help you develop your verbal communication skills, increase your confidence, and make you a stronger public speaker.

PREP Framework for Giving Speeches

Remember the "PREP" system:

P –Point <ul style="list-style-type: none">• "The point I want to make is"• "Today I'd like to tell you why...."• "I'm here today to talk about...."	R –Reason <ul style="list-style-type: none">• "The reason I say this is"• "I feel very strongly about this because...."• "The reason behind this is...."
E –Example <ul style="list-style-type: none">• "For example"• "In my experience...."• "From what I've seen...."	P –Point <ul style="list-style-type: none">• "In summary, my point is"• "To end, I'd like to bring you back to my point...."

Choose 1 of the topics from the board, and write a PREP speech about it. Be prepared to share it with your colleagues!

P _____

R _____

E _____

P _____



APPENDIX 2B: Impromptu Speaking Tips

1. Speak slowly

Speaking quickly will make you feel even more nervous. Take your time getting ready to speak. Take deep breaths. Smile and get up from your chair slowly. Walk calmly to the front of the room.

2. Take your time to begin

Look around the whole room and make eye contact with several people. Look confident and remember to smile!

3. Stand tall

Make sure you are standing up straight with your feet about shoulder width apart. Don't slouch, fidget, or put your hands in your pockets. Don't forget to breathe!

4. Talk conversationally

Pretend that you are speaking with a friend. This will help your speech sound more natural and relaxed.

5. Personalize your speech

Use examples or stories from your own experience. This will give you credibility because it gives you the authority to speak on the subject. It will also help the audience to see you as a real person and to relate to you.

6. KISS (Keep It Short and Simple)

Keep your speech on topic and make sure you don't speak for too long. Your audience will really appreciate this and be much more likely to listen to you.



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APPENDIX 2C: Topic Cards

Topic:	Topic:
Topic:	Topic:
Topic:	Topic:
Topic:	Topic:
Topic:	Topic:



APPENDIX 3A: Self Needs Analysis

The last time I gave a presentation				
The topic of the presentation				
The setting of the presentation (university class, conference, job, etc.)				
Who was in the audience ?				
How confident are you about the following presentation components?				
	Very Confident	Confident	A Little Confident	Not Confident
Making a good first impression				
Writing an engaging introduction				
Keeping my audience interested				
Organizing my presentation				
Integrating visuals (charts, pictures, etc.)				
Concluding the presentation				
Dealing with questions				
Other:				

Self Needs Analysis

The last time I gave a presentation				
The topic of the presentation				
The setting of the presentation (university class, conference, job, etc.)				
Who was in the audience ?				
How confident are you about the following presentation components?				
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Making a good first impression				
Writing an engaging introduction				
Keeping my audience interested				
Organizing my presentation				
Integrating visuals (charts, pictures, etc.)				
Concluding the presentation				
Dealing with questions				
Other:				



APPENDIX 3B: Introduction, Body, Conclusion

Introduction

- *Capture your listeners' attention:* Begin with a question, a funny story, a startling comment, or anything that will make them pay attention and think. Your audience will watch a lot of presentations, so an attention-getter will make them sit up and listen.
 - *Introduce yourself and establish credibility.* Tell the audience your background and why you are the right person to deliver this presentation.
 - *State your central idea.* Let the audience know what the focus of your presentation will be.
 - *Explain to the audience why the information presented is important.* This will let your audience know why they should take a personal interest in your presentation, and will encourage them to pay attention.
 - *Present an outline of your talk.* You need to let the audience know the main points of your presentation. This will make it easier for them to follow along during your presentation.
-

Body

- *Present your main points one by one in logical order.* Be sure that the main points follow the same order as your outline in your introduction.
 - *State a main point, then follow it with supporting details.* The supporting details will give more information about the main point.
 - *Pause at the end of each point.* Pauses give people time to take notes, or time to think about what you are saying.
 - *Make it clear when you move to another point by using transitions (also known as "signposts").* Transitions will help the audience to follow along and to understand how your main points are connected.
 - *Make reference to and clearly explain your visuals.* You need to explain to the audience how the charts, graphs, or pictures you include tie in to your presentation.
-

Conclusion

- *Announce to the audience that you are coming to the end of your presentation.* Signposting that you are almost finished serves as a transition into the summary of your presentation.
- *Summarize the main points.* Very briefly review the main points that you talked about in your presentation. Do not give any new information; review what the audience has already heard.
- *Refer back to your introduction.* This will tie the end of your presentation to the beginning of the presentation, which helps your audience to remember what you talked about.
- *Thank the audience.* This is a common courtesy since audience members have chosen to attend your presentation and given their time and attention.
- *Invite questions.* Be prepared to take questions from the audience about the content of your presentation.



APPENDIX 3C: Parts of a Presentation

Introduction:

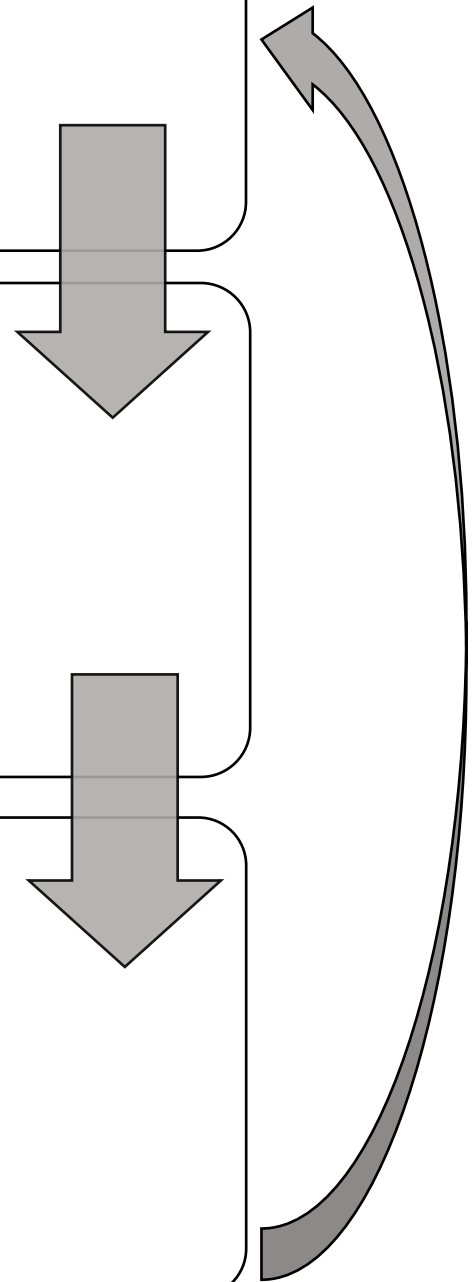
- 1)
- 2)
- 3)
- 4)
- 5)

Body:

- 1)
- 2)
- 3)
- 4)
- 5)

Conclusion:

- 1)
- 2)
- 3)
- 4)
- 5)





APPENDIX 3D: Analyze a Speech

Directions: Listen to the example speech and check off the presentation components as you hear them. Be prepared to discuss which components were included and which were missing, as well as what you felt was done particularly well or poorly.

Introduction:

- ☐ Attention-getter
- ☐ Introduction and credibility
- ☐ Central idea
- ☐ Why presentation is important
- ☐ Outline of main points

Body:

- ☐ Main points presented one by one
- ☐ Main points followed by supporting points
- ☐ Pauses after points
- ☐ Transitions between main points
- ☐ References to visuals

Conclusion:

- ☐ Announce the conclusion
- ☐ Summary of main points
- ☐ Reference to the introduction
- ☐ Thank the audience
- ☐ Invite questions

Discussion Questions: Share your opinions on the following questions.

1. Did the speaker include all three parts of a presentation: the introduction, body, and conclusion?
2. What presentation components (attention-getter, transitions, summary of main points, etc.) did you hear during the speech?
3. What presentation components were missing?
4. What part of the presentation were you the most impressed with?
5. What suggestions would you give the speaker for improving their presentation?



APPENDIX 4A: Elements of an Introduction

Read through the following statements. At the end of each statement, write the name of the introduction element that it is an example of. The five elements are listed below:

Attention
Getters

Establish
Credibility

Central Idea

Importance
of Topic

Outline of
Main Points

Introduction #1:

Cancer can affect anyone, but informing yourself about the warning signs and how your lifestyle can increase your chances of developing cancer will give you a better understanding of how to protect yourself and your loved ones. _____

I have spent the past 10 years working in the cancer research field. _____

Cancer is a very serious disease that can be prevented and treated by lifestyle choices and early detection. _____

I will discuss what cancer is, ways to prevent cancer growth, and the different types of treatment for cancer. _____

According to estimates from the International Agency for Research on Cancer (IARC), there were 12.7 million new cancer cases in 2008 worldwide. By 2030, the global burden is expected to grow to 21.4 million new cancer cases. More than half of all cancer cases and deaths worldwide are potentially preventable. _____

Introduction #2:

I have spent the last few weeks researching the challenges of malnutrition among Cambodian garment factory workers. _____

How many of you feel like you had enough to eat this morning? How about yesterday? Did you consume enough calories to be able to do your job, or go to school, or take care of your family? _____

First I will share my research on the current situation regarding the working conditions at garment factories and the challenges that arise from it. Then I will discuss the detrimental effects of malnutrition on individual workers, and our society as a whole. Finally, I will offer some solutions to these issues. _____

Malnutrition among Cambodian garment workers is a serious public health issue that needs to be addressed by society. _____

The clothes that you are wearing today may have been made by a woman who was hungry and ill. In order to move forward as a country, we need to take care of the people who work in both public and private sectors so that they can be strong, contributing members of society. _____



APPENDIX 4B: Useful Phrases for Introductions

Introducing Self and Establishing Credibility

- *First of all, let me begin by introducing myself.*
 - *To begin, I'd like to introduce myself.*
 - *For those of you that don't know me...*
 - *My name is _____ and I work with _____.*
 - *I work as a _____ (job title) for _____ (work organization). I've been working there for _____ years now.*
 - *I study _____ (major) at _____ (university). I'm now in my _____ year.*
 - *I work with _____ and I specialize in _____.*
 - *I've been working at _____ for the past _____ years.*
-

Introducing the Central Idea

- *Today, I'd like to talk to you about...*
 - *My presentation today is about....*
 - *Over the next _____ (length of presentation), I'm going to be discussing...*
 - *I'm here today to inform you about...*
 - *This morning/afternoon/evening I'd like to share my topic...*
 - *In my presentation today I'll be discussing...*
 - *Today I'm going to explain to you...*
 - *What I'd like to present to you today is...*
 - *The subject/topic of my presentation is ...*
-

Importance of Talk

- *Today's topic is important because...*
 - *My talk is more relevant than ever today because...*
 - *As many of you know, this topic is particularly relevant because...*
 - *This topic is very important to all of us because...*
 - *By the end of this presentation you will know/understand/be familiar with...*
-

Outline of Main Points

- *Let me go over the outline of my talk today.*
- *My presentation will focus on three main points.*
- *I've divided my presentation into three sections/main points. They are ...*
- *My presentation will consist of _____ main ideas. Point one deals with _____, point two _____, and point three...*
- *I'll begin by looking at _____, then I'll move on to _____, after that I'll discuss...*
- *I'll start off by discussing _____, then I'll move to the second section which is _____, finally...*
- *I'll end with...*



APPENDIX 4C:

Strategy: *Anecdote*

An anecdote is a brief account or story of an interesting or humorous event. A common mistake speakers make when telling an anecdote is to make the anecdote too long, so make sure to keep it short and to the point.



APPENDIX 4D:

Strategy: *Personal Story*

A personal story is when you share your own personal experience. Starting with a relevant story about yourself establishes empathy and helps the audience to connect with you; it also confirms your qualifications to address the topic.



Strategy: *Rhetorical Question*

A rhetorical question is a question that doesn't require an answer. Rhetorical questions make people think. This type of question can involve your audience and get people to think about the answer in their own minds. Make sure to pause after asking the question to give your audience time to think.



Strategy: *Audience Surveys*

An audience survey is when you ask the audience a yes/no question and have them physically respond. Taking a verbal survey is one excellent opening, because it provides good information and gets the audience involved. Make sure to tell the audience how you want them to respond: raise hands, stand up, etc.



APPENDIX 4G:

Strategy: *Shocking Statistic*

A statistic involves facts and numbers. Choose one that will have an intense impact on your audience to get them to pay attention. Be careful not to use too many statistics at once, because people only remember one or two at a time.



Strategy: *Quotation*

Quotations are well-known statements, usually made by famous people. They are popular, and with reason: The hard-earned wisdom of renowned people tends to be concise, witty, and memorable. A quotation can focus the attention of your audience quickly, just make sure that it relates to your topic.



APPENDIX 4I: Example Cards

Frederick Douglass once observed, "I didn't know I was a slave until I found out I couldn't do the things I wanted."	Gandhi once told us, "An eye for an eye will make the whole world blind."
In the words of Aung San Suu Kyi "In societies where men are truly confident of their own worth, women are not merely tolerated but valued."	Every year, back pain alone costs American society \$20 billion dollars.

<p>The International Labor Organization reports that over 12 million people worldwide are trapped and exploited in forced labor conditions. Over three-quarters of these people are located in Asia.</p>	<p>How many of you would agree that developing a public transportation system is essential to combating our city's air pollution problem? Please show me your hands.</p>
<p>Please stand up if you have ever had the opportunity to learn a language by studying abroad. Could you share with us where you went and what language you learned?</p>	<p>Have you listened to someone speaking a foreign language and thought to yourself, "I could do that!"</p>
<p>Who in this room has ever lost someone that they loved to cancer?</p>	<p>In the fall of 2008, I decided that it was time that I took my life into my own hands. After suffering for years with the disease of obesity, I decided to take a leap of faith and get a gastric bypass in an attempt to finally beat the disease.</p>

<p>If questions are so powerful, why don't we use them more?</p>	<p>In July 2009, a high school girl named Alexa Longueira was walking along a main boulevard near her home on Staten Island, New York, typing in a message on her cell phone. Not paying attention to the world around her, she took a step and fell right into an open manhole.</p>
<p>Please raise your hand if you've ever had an experience where you felt as though you were being discriminated against because of your gender.</p>	<p>Up to 26,000 people are killed in road accidents every year in Thailand. Of those killed, up to 70 or 80 per cent are motorcyclists or their passengers. Thailand is one of the top five countries in the world with motorcycle-related deaths.</p>
<p>Eight years ago doctors told Janet Cushing's parents that she would most likely not recover from the brain damage she received as a result of a bicycling accident. Saturday the Cushings watched as their daughter walked away as the state champion in extemporaneous speaking.</p>	<p>Last year, my sister was diagnosed with cancer. It's been a long and difficult journey for her and everyone who loves her, but last month she was finally declared to be in remission. I could not be happier.</p>



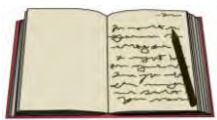
APPENDIX 4J: Attention-Getter Strategies

Strategy: *Interesting Story*



A story of an interesting, funny, or surprising event. A common mistake speakers make when telling a story is to make it too long, so make sure to keep it short and to the point.

Strategy: *Personal Story*



A personal story is when you share your own personal experience. Starting with a story about yourself and helps the audience to connect with you, and also confirms your qualifications to address the topic.

Strategy: *Rhetorical Question*



A rhetorical question is a question that doesn't require an answer. Rhetorical questions make people think. This type of question can involve your audience and get people to think about the answer in their own minds. Make sure to pause after asking the question to give your audience time to think.

Strategy: *Audience Surveys*



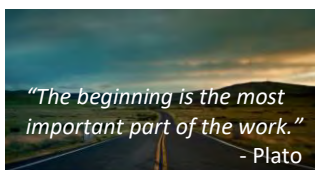
An audience survey is when you ask the audience a yes/no question and have them physically answer. Taking a verbal survey is one excellent opening, because it provides good information and gets the audience involved. Make sure to tell the audience how you want them to answer: raise hands, stand up, etc.

Strategy: *Shocking Statistic*



A statistic involves facts and numbers. Choose one that will have an intense impact on your audience to get them to pay attention. Be careful not to use too many statistics at once, because people only remember one or two at a time.

Strategy: *Quotation*



Quotations are actual statements, usually made by famous people. They are popular, and people will recognize them. A quotation can focus the attention of your audience quickly, just make sure that it relates to your topic.

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APPENDIX 4K: Example of Environment-Themed Attention-Getters

<p>Cambodia lost more than 7 percent of its forest cover over the past 12 years—the fifth fastest rate in the world—according to a new study of global forest cover change. According to the study, Cambodia lost nearly 12,600 square km of forest during those dozen years and gained only 1,100 square km of new forest in return, a total loss of 7.1 percent of the country’s forests.</p>	<p>Ansel Adams once said, “It is horrifying that we have to fight our own government to save the environment.”</p>
<p>In the words of Gandhi, “Earth provides enough to satisfy every man's needs, but not every man's greed.”</p>	<p>The first three months of 2015 set new global heat records. January, February and March set new high-temperature records, respectively; each month was warmer than any on the books since record keeping started 136 years ago.</p>
<p>Last week, hundreds of villagers showed up to protest the building of a Lao hydropower dam on the Mekong River. Over 200 villagers whose livelihoods depend on the Mekong River called for a halt to the Thai-led construction of the Xayaburi Dam, which they claim will disrupt their lives and cause severe environmental damage.</p>	<p>How many of you would agree that developing a public transportation system is essential to combating our city’s air pollution problem? Please show me your hands.</p>

How many people in this room are worried about climate change? Please stand up.	Do you have children? What do you want to give them to keep them healthy and safe? Do you want your children to grow up in a country where they have clean water to drink, clean air to breathe, and safe food to eat?
What will it take to convince skeptics of climate change that global warming is real? How much more evidence do they need?	When I was a child, I would go to visit my grandparents in the summer. My grandfather would take me walking in the woods outside of the village and show me beautiful plants, animals, and trees. Today, that forest is completely gone. I am so sad that my children will never be able to walk in the forest and see the beauty with their grandfather.
Thousands of people in a southeastern Vietnamese village rallied to block a highway after dust from a nearby power plant covered their homes, creating a 12 mile long traffic jam that lasted for several days. The protesters had complained to the government about the pollution, but nothing had been done. They decided to take matters into their own hands.	I didn't realize that mercury poisoning was something that I should be concerned about until my doctor ran a blood test for mercury levels. My blood was found to have over 4 times the amount of mercury that is considered to be unhealthy. I haven't eaten fish since that day.



APPENDIX 5A: Body of the Presentation: Transitions

“Good transitions can make a speech more important to the audience because they feel they are being taken to a positive conclusion without having to travel a bumpy road.” —Joe Griffith

Once you have the main points and supporting points of your speech, you need to include transitions to move smoothly between them.

What are transitions? Transitions work as signposts to let the audience where the speech is going to go next. They are brief statements that tell the audience that one idea is ending and another one is beginning. Transitions work to hold the speech together, maintain a smooth and connected flow of ideas, and allow the audience to know where the next portion of the speech will go. They also allow the speaker to clearly state each main point of their presentation at the start of each section.



Examples of Transitions between the Introduction and the First Main

Point:

- *The first point I'd like to talk about is...*
- *Let's begin with my first point...*
- *Let's begin by discussing...*
- *I'd like to start out with my first main point...*

Examples of Transitions between Main Points:

- *The next/second/final point that I'd like to talk about is...*
- *That brings us to the next part...*
- *Now we come to my second/third/final point...*
- *That brings me to my next/second/third/final point...*
- *I'd like to draw your attention to my next point, which is...*
- *Now that I've talked to you about...let's discuss...*
- *Let's move on to ...*
- *Now I'd like to look at...*
- *The next thing I'd like to talk about is...*
- *Keeping these points in mind...*
- *Now that we understand...let's move to my next point...*
- *This leads me to my next point...*

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APPENDIX 5B: Practice: Transitions and Main Points

Student A: Use the phrases from your handout to write transitions between the following main points. Make sure to clearly state the main point during each transition.

Main Points:

- Background of the United Nations
- United Nations Peace-Keeping Projects
- United Nations Humanitarian and Human Rights Projects
- United Nations Economic Development Projects

Transition #1: _____

The United Nations (UN) is an intergovernmental organization established on October 24, 1945 to promote international co-operation. A replacement for the ineffective League of Nations, the organization was created following World War II to prevent another such conflict. At its founding, the UN had 51 member states; there are now 193.

Transition #2: _____

The UN, after approval by the Security Council, sends peacekeepers to regions where armed conflict has recently ceased or paused to enforce the terms of peace agreements and to discourage combatants from resuming hostilities.

Transition #3: _____

One of the UN's primary purposes is "promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion," and member states pledge to undertake "joint and separate action" to protect these rights.

Transition #4: _____

Another primary purpose of the UN is "to achieve international co-operation in solving international problems of an economic, social, cultural, or humanitarian character."

Listen to **Student B** read his/her main points and transitions. On your handout, circle the transitions that he/she uses. Then check together.



APPENDIX 5C: Practice: Transitions and Main Points

Student B: Use the phrases from your handout to write transitions between the following main points. Make sure to clearly state the main point during each transition.

Main Points:

- Background of ASEAN
- Expansion of ASEAN
- ASEAN Environmental Agreements
- ASEAN Free Trade Agreements

Transition #1: _____

The Association of Southeast Asian Nations (ASEAN), a political and economic organization of ten countries located in Southeast Asia, was formed on August 8, 1967 by Indonesia, Malaysia, the Philippines, Singapore and Thailand.

Transition #2: _____

On July 28, 1995, Vietnam became the seventh member. Laos and Myanmar joined two years later on July 23, 1997. Cambodia joined on April 30, 1999, following the stabilization of its government.

Transition #3: _____

At the turn of the 21st century, issues shifted to include a regional approach to the environment. The organization started to discuss environmental agreements.

Transition #4: _____

On August 26, 2007, ASEAN stated that it aimed to complete all its free trade agreements with China, Japan, South Korea, India, Australia and New Zealand by 2013, in line with the establishment of the ASEAN Economic Community by 2015.

Listen to **Student A** read his/her main points. On your handout, circle the transitions that he/she use. Then check together.

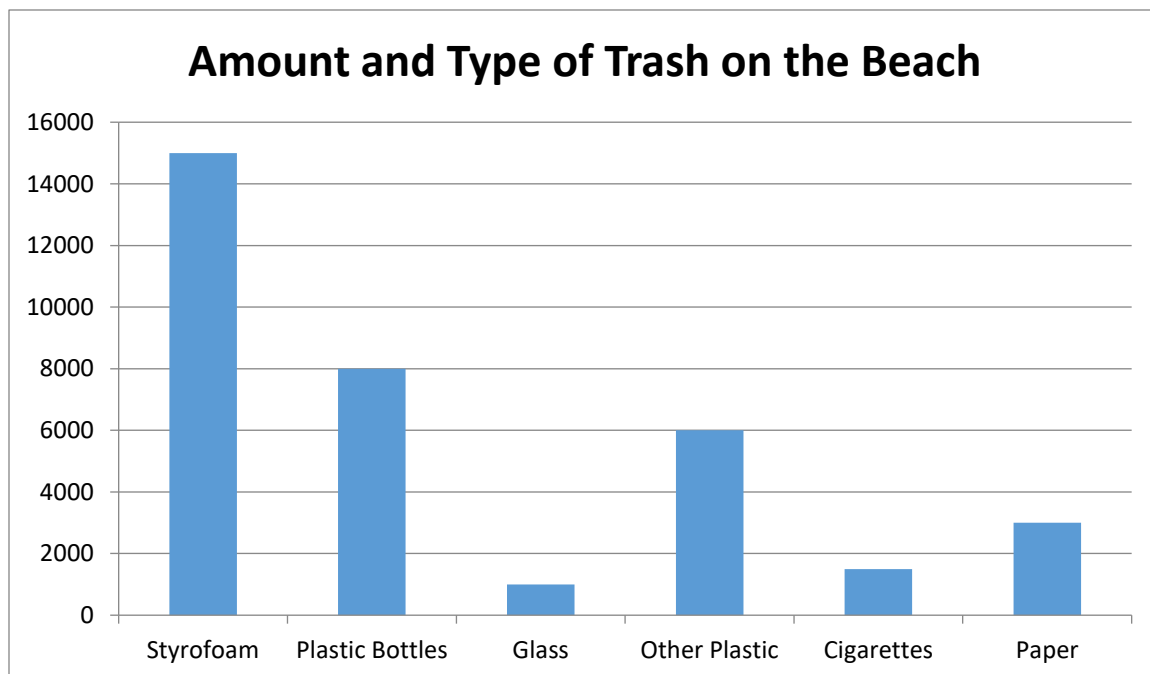


APPENDIX 5D: Referencing and Explaining Visuals

Useful Phrases:

- *As you can see from this graph/chart/table/picture...*
- *I have chosen this table/graph/chart/picture to show you...*
- *As this graph/chart/table/picture shows...*
- *As you look at this graph/chart/table/picture, you can see...*
- *This graph/chart/table/picture clearly illustrates...*
- *I'd like to draw your attention to this graph/chart/table/picture...*
- *The next graph/chart/table/picture shows...*

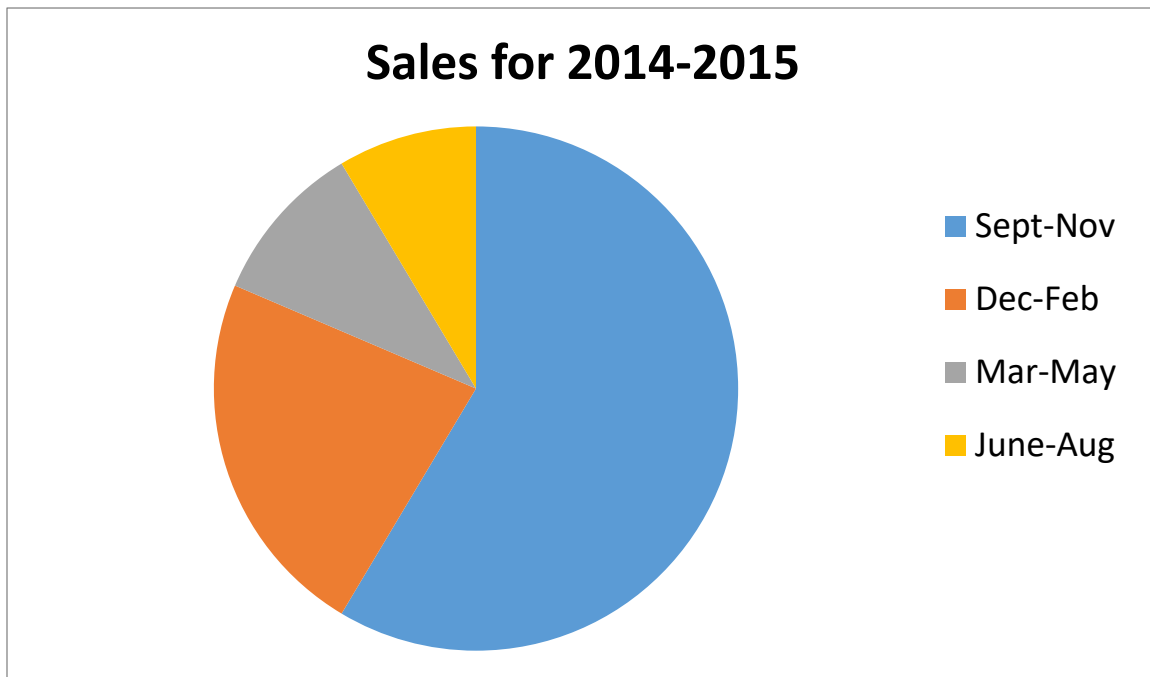
Example:



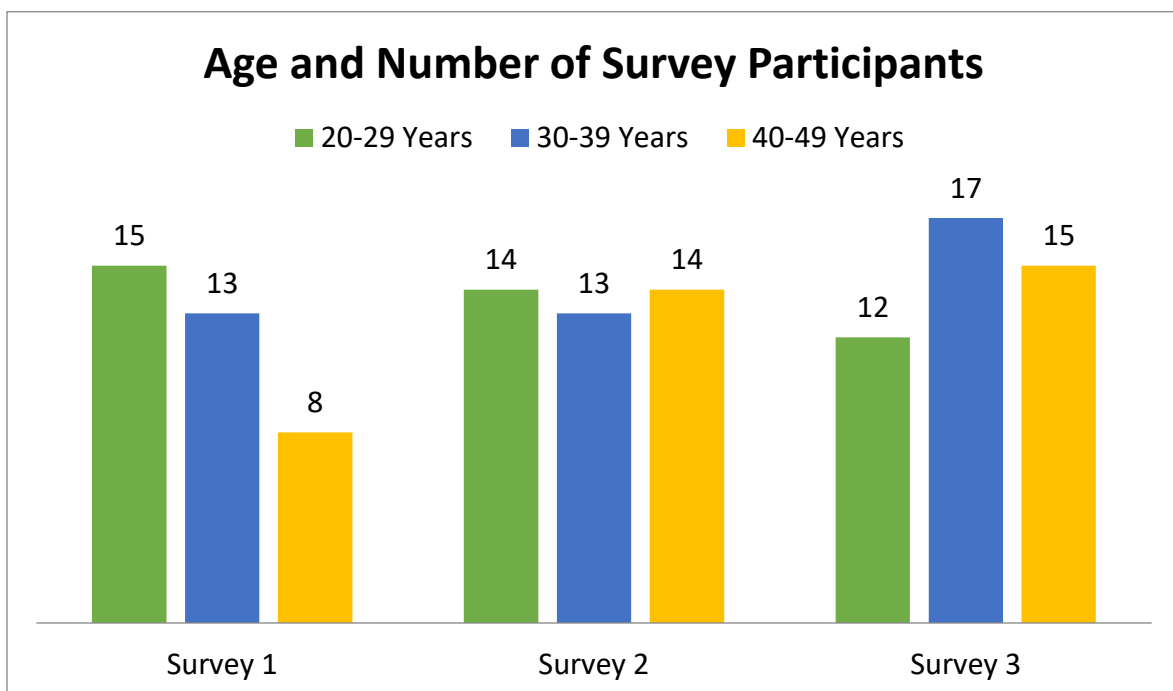
"I've chosen this graph to show you the types of trash on one of the most popular beaches in Thailand. The data was collected from a one-kilometer stretch of beach over a period of two weeks. The numbers on the side indicate the number of items collected; on the bottom of the graph we can see the different categories of trash. This graph clearly illustrates that littering on the beach and dumping garbage in the water is a major problem that needs to be addressed if we want to keep our beaches clean and safe."



APPENDIX 5E:
Practice Example #1

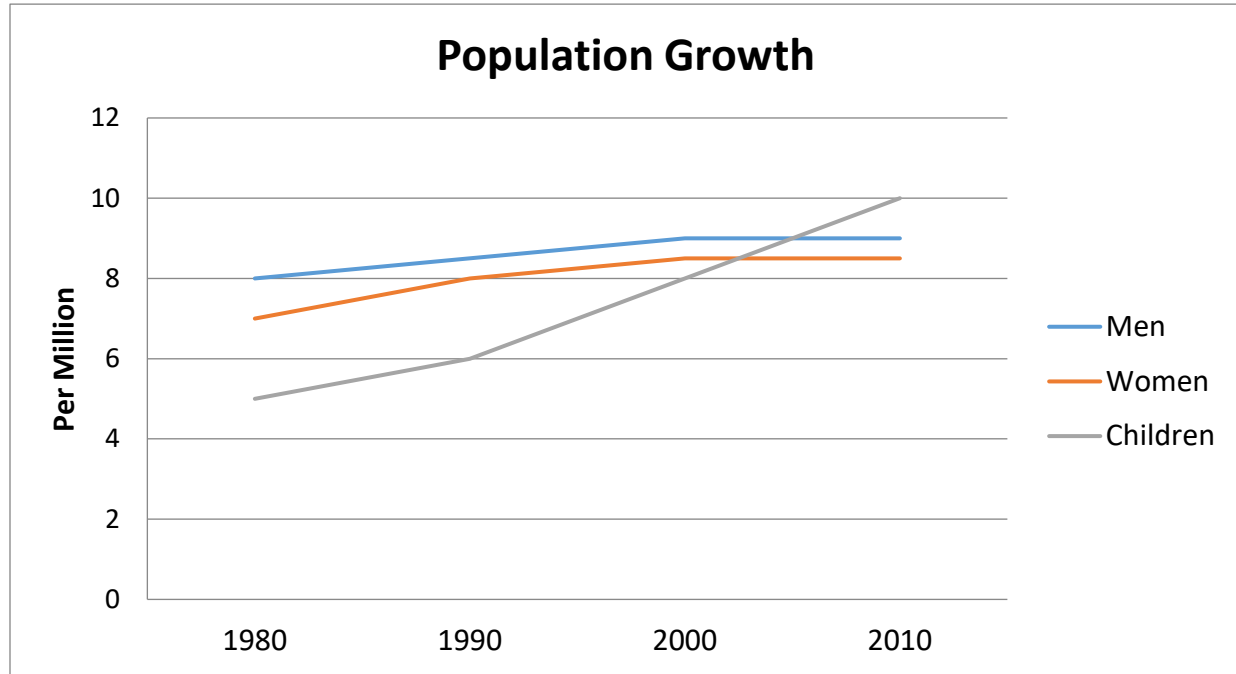


APPENDIX 5E:
Practice Example #2

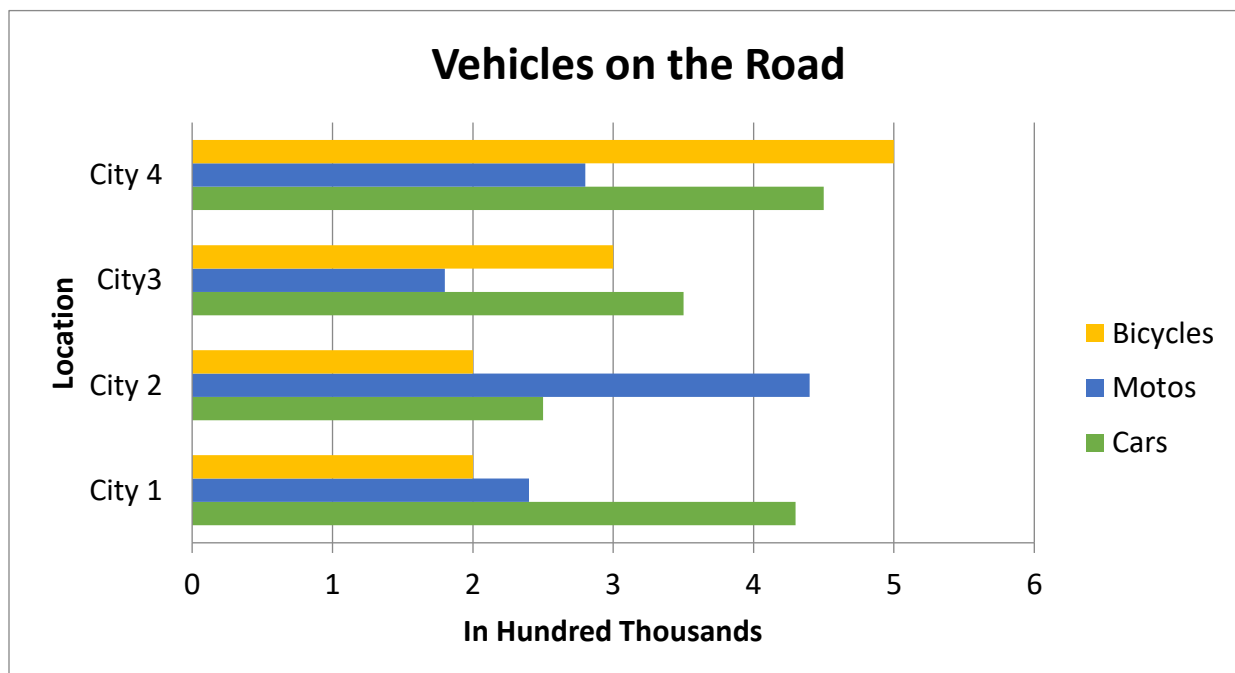




APPENDIX 5E:
Practice Example #3



APPENDIX 5E:
Practice Example #4





APPENDIX 5E:
Practice Example #5



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Appendix 5E:
Practice Example #6



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Appendix 6A: How Does It End?

How Does It End? Story 1:

You are working at your desk one day, when your supervisor comes up to you and asks you to step into her office. Once you are inside, your supervisor closes the door and tells you, “I am going to need you to give a presentation at the conference next week. This presentation is very important, and I know that you have learned presentation skills. I think that you will be able to do a good job.”

You spend all week preparing for the presentation. You write your introduction, body, and conclusion. You prepare your PowerPoint slides and practice for your friends and family. You even practice giving your presentation in front of a mirror.

On the day of the conference, you wake up feeling very calm and relaxed. You go to the conference and spend the morning networking with many professionals in your field. The afternoon comes, and it is time for you to deliver your presentation. You walk onto the stage, pick up the microphone, turn to the audience and...

What happens next? Tell your partner the story in your own words, and remember to give the story an ending. Be as creative as you'd like!

How Does It End? Story 2:

Your colleague from your department stops you at work one day and tells you that she has been asked to give a very important presentation at a conference next week. This is the first time that your friend will be giving a professional presentation, and she knows that you have a lot of experience with putting together and delivering presentations.

You spend the week helping your friend prepare. You teach her the parts of a presentation, help her choose an effective attention-getter, help her choose her main ideas, and help her to write her conclusion. You give her suggestions on her PowerPoint, and help her with her public speaking skills. By the evening before the conference, she seems to be completely prepared for her presentation.

On the day of the conference she looks very nervous and worried. You tell her not to worry, that she will do a fine job. You remind her to take deep breaths. At the end of the morning, it is time for her to give her presentation. She walks onto the stage, picks up the microphone, turns to the audience and...

What happens next? Tell your partner the story in your own words, and remember to give the story an ending. Be as creative as you'd like!



APPENDIX 6B: Parts of a Presentation: Conclusions

1) Signal the End

- *This brings me to the end of my presentation.*
- *That completes my presentation.*
- *That covers everything that I wanted to talk about today.*

2) Summarize the Main Points

- *I'll briefly summarize the main points that I talked about. First...Then...Finally...*
- *To sum up, we talked about three main points; The first point was...The second point...The third point...*
- *Let's review what I just talked about.*
- *I'd like to review the main points...*

3) Refer Back to the Introduction and Main Idea

- *In conclusion, I'd like to remind you ...*
- *As I said at the start of my presentation...*
- *I hope that you now understand...*

4) Thank the Audience

- *Thank you for your attention.*
- *It was pleasure talking to you today.*
- *Thank you so much for listening to me today.*

5) Invite Questions

- *Does anyone have any questions?*
- *I'd be happy to answer any questions at this time.*

Practice: Pretend you are giving a presentation with the following points. Use the phrases above to write a conclusion. Remember to include all of the parts of a conclusion.

Attention-Getter: *The ten-member ASEAN bloc is home to more than 600 million people and 1,000 languages*

Main Idea: *Joining the ASEAN Economic Community will make it possible for member states to advocate for their people and environmental protection for their country*

Main Point #1: *The background of ASEAN*

Main Point #2: *The expansion of ASEAN*

Main Point #3: *ASEAN Environmental Agreements*

Read your practice conclusion aloud to a partner.



APPENDIX 6C: Parts of a Presentation: Conclusions (Open Topic)

1) Signal the End

- *This brings me to the end of my presentation.*
- *That completes my presentation.*
- *That covers everything that I wanted to talk about today.*

2) Summarize the Main Points

- *I'll briefly summarize the main points that I talked about. First...Then...Finally...*
- *To sum up, we talked about three main points; The first point was...The second point...The third point...*
- *Let's review what I just talked about.*
- *I'd like to review the main points...*

3) Refer Back to the Introduction and Main Idea

- *In conclusion, I'd like to remind you ...*
- *As I said at the start of my presentation...*
- *I hope that you now understand...*

4) Thank the Audience

- *Thank you for your attention.*
- *It was pleasure talking to you today.*
- *Thank you so much for listening to me today.*

5) Invite Questions

- *Does anyone have any questions?*
- *I'd be happy to answer any questions at this time.*

Practice: Pretend you are giving a presentation. Use the phrases above to write a conclusion. Remember to include all of the parts of a conclusion.

Attention-Getter: _____

Main Idea: _____

Main Point #1: _____

Main Point #2: _____

Main Point #3: _____

Conclusion: _____

Read your practice conclusion aloud to a partner.



APPENDIX 6D: How to Answer Questions Professionally

1. Tell your audience at the start of the Q&A how much time you have for questions.
2. If you don't fully understand of the question, ask the person to repeat or clarify.
3. Repeat the question back to the whole group to make sure that everyone heard it.
4. Speak to the whole group when you answer the question.
5. After answering, check with the person to be sure you've answered their question sufficiently.
6. Let the audience know when you're getting to the end of your allotted Q&A time.

Phrases for Handling Questions

Clarifying

- *I'm afraid I didn't quite catch that, could you ask that again?*
- *Sorry, would you mind repeating that?*
- *If I understand you correctly, you are saying/asking...*
- *In other words, you would like to know...*

Thanking the Questioner

- *That's a good/interesting question/comment.*
- *I'm glad you raised that point.*
- *Thank you for your question/comment.*

Saying you don't know

- *I'm sorry I don't have that information at this moment, but if you contact me, I'd be happy to email it to you.*
- *I'm afraid I can't provide you with the answer right now.*
- *I'm afraid I don't know the answer off the top of my head; I'll need to look at my notes before answering.*

Avoiding giving answers

- *That's an excellent question. I'm afraid I don't have time to answer it right now, could we talk at the end of my presentation?*
- *I'm afraid that topic wasn't covered during my presentation today. Hopefully I'll be able to address it in future presentations.*



Checking if the questioner is satisfied

- *Does that answer your question?*
- *Is that clear?*

Warning the audience that the question session is ending

- *We have time for one more question.*
- *We're about out of time, does anyone have one last question?*

Concluding the questions

- *Right, if nobody wants to ask anything else, I think we can finish here.*
- *Okay, if there are no more questions...*
- *That's all the time that we have for questions today.*



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APPENDIX 7A: Problem Situations

Situation 1: Nervousness

Aum is shaking and she knows she will forget something. She is wondering why she agreed to do this presentation. What was she thinking?! She feels sick. “Maybe I can quit,” she thinks. “I’m sick, they’ll let me not do it, right?” No, it’s her turn. She has to do it.

What should Aum do?

Situation 2: Technology issues

Kien has a problem. His conference presentation was supposed to start 8 minutes ago. There is a crowd waiting, and 2 people just left to find a working presentation. Kien’s laptop refuses to connect to the projector.

What should Kien do?

Situation 3: Audience seems uninterested

Kham has practiced his presentation many times; he knows everything he is going to say. He is just about to start his presentation, but he notices that some people in the audience are checking their cell phones. Some are looking at the wall. The ones that are looking at him seem very bored; they have their arms folded and are slumped in their chairs.

What should Kham do?

Situation 4: Disruptive audience member (during presentation)

Sorya is delivering her second main point. Her presentation is going well. She is remembering the information about the topic, she is enthusiastic, and she is using great language. But right in the middle of her second point, an audience member interrupts her presentation with a question. Sorya is shocked! She thinks this is rude. She doesn’t know what to do or how to answer. Everyone is looking at her.

What should Sorya do?



Situation 5: Forget what you are saying

Win is in the middle of his presentation and he can't remember his second example. Everyone is staring at him and waiting. The clock is ticking very slowly. He is starting to panic.

What should Win do?

Situation 6: Realize that there is not enough time to finish the slides

Dao is giving a 30 minute presentation at a conference. He has 10 minutes left; he must have 5 for Q&A. This means he actually has 5 minutes left! He is only halfway through his presentation! He has 30 more slides!

What should Dao do?

Situation 7: Challenging Q&A, no questions

Phuong is done with her presentation. She is so happy and relieved. But wait, there is still the Q&A. She asks if there are any questions. No one raises their hands. There are 10 minutes for Q&A.

What should Phuong do?

Situation 8: Challenging Q&A, questions you don't know the answer to

Hai prepared himself very well for his presentation and is very knowledgeable about his subject. He has just given his conclusion. Everyone claps. He asks for questions and several hands go up. He calls on one. The person asking the question asks him something about a detail of the subject. He realizes he doesn't know the answer.

What should Hai do?

Situation 9: Challenging Q&A, audience member hijacks the Q&A

Sirimom is done with her presentation. She has asked for questions from the audience. She answers the first question about clarifying something she said. Easy enough. She calls on the second person and he stands up and starts talking. He doesn't ask a question. He doesn't stop. He just keeps talking about his opinion. It goes on and on and Sirimom realizes he won't stop. The audience is watching him and watching her.

What should Sirimom do?



APPENDIX 7B: Phrases for Handling Public Speaking Emergencies

Helpful Phrases for Technical Failure:

- *Thank you for your patience; we'll begin in one moment.*
- *Could I please get some tech support?*
- *Excuse me, could someone from tech support assist me?*
- *Would someone mind stepping out and letting an organizer know that we need some tech assistance?*
- *I apologize for the tech issues; I'm going to continue my presentation without my PPT/mic/video.*
- *Thank you for your patience; I'm going to do the best I can without my PPT/mic/video.*
- *Please hold on one moment while we fix this problem.*



Write any additional phrases here

Helpful Phrases for a Disruptive Audience:

- *I'd like to remind you that we'll have a Q&A session at the end of the presentation. Please hold your questions until then.*
- *I'm afraid I won't be able to finish my presentation if I stop and answer questions. Please ask your question at the end.*
- *I see there are some questions; could everyone write them down so we can get to them at the end of the presentation?*
- *For the sake of time, I'm going to ask everyone to hold their questions until the end.*
- *So that everyone has an opportunity to ask a question, please limit one question per person.*
- *I'm going to give some other people a chance to ask questions.*
- *I'm sorry to interrupt, but looks like someone over here would like to ask a question.*



Write any additional phrases here



Helpful Phrases for Running out of Time:

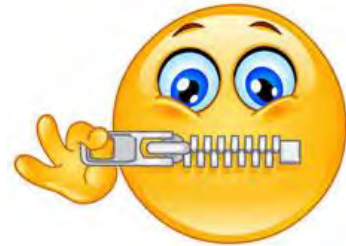
- *I'm running out of time, so I'm just going to cover the highlights of my next point.*
- *It looks like we're a little short on time, so I'm going to quickly touch on the main ideas.*
- *I'm going to skip this next slide so that we can get to the final main point.*
- *I appear to be running out of time, so I'm going to move to my conclusion.*
- *In order to finish on time, I'd like to move us to the end of my presentation.*



Write any additional phrases here

Helpful Phrases for Finishing Too Soon/No Audience Questions:

- *A question that I hear a lot is...*
- *Someone once asked me...*
- *Something that a lot of people have questions about is...*
- *Let me take this opportunity to ask you all...*
- *I have a few questions that I would like to ask...*
- *I'd like to take advantage of this time to ask you all...*
- *Does anyone have any thoughts that they'd like to share?*
- *Has anyone in here ever had a similar experience that you'd like to share with us?*
- *Since we have a little extra time, I'd like to tell you about...*
- *An example that I'd like to share with you is...*
- *Could everyone turn to the person next to you for a moment and discuss what you just heard?*
- *Please turn to the person sitting next to you, and share your thoughts on the presentation.*



Write any additional phrases here

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UNIT 6

COMMUNICATION FOR CONFERENCES



Introduction to Communication for Conferences

This unit consists of four sequential lessons on communication skills that figure prominently in navigating the interpersonal speaking situations that students may encounter at professional conferences: expressing opinions, agreeing and disagreeing, diplomatic speaking, and panel discussions.

Background

Participating in professional conferences, workshops, and summits is a critical component for many professionals. During these events, the ability to communicate cross-culturally and engage in **negotiation of meaning** with speakers from different language and cultural backgrounds is critical. Additionally, it is essential that students are able to represent themselves and/or their organizations in a manner that is both effective and respectful.

The four lessons in this unit teach students communication strategies and phrases that will enable them to clearly express opinions, verbalize agreement and disagreement during discussions, and diplomatically convey difficult messages. While each lesson in this unit could potentially be taught as a stand-alone lesson, they are designed to be sequential and **scaffolded**, weaving skills taught in the previous lesson into the subsequent lessons. The unit culminates in a creative all-class role-play of a panel discussion, giving students the opportunity to apply their newly acquired communication skills in a realistic situation.



Authentic Learning - educational and instructional techniques focused on connecting classroom activities and skills with real-world applications

Communicative Language Activities - activities that require students to use their language resources to solve a problem, extract or share information, and talk about themselves

Negotiation of Meaning - a process that speakers go through in order to reach a clear understanding

Scaffolding - the practice of breaking up a learning experience into distinct parts in order to move students to mastery of the whole skill

Approach

The four lessons in this unit engage students in **authentic learning** through **communicative language activities** in order to prepare students for language interactions which typically occur at professional conferences. At the beginning of each lesson, the teacher establishes the context and introduces new language to be used throughout the unit. The lessons then move through controlled practice of the language, which allows the students to build familiarity with the new language while receiving feedback from their classmates and the teacher in order to improve accuracy. Students then take on leadership roles as they engage in the final communicative activities, where they are expected to negotiate meaning, improve fluency, engage in new communication strategies, correct misunderstandings, and work together to avoid communication breakdowns. During the communicative activities, the teacher takes on the role of an observer, coaching individual students who need additional assistance, and only stepping in to guide the direction of the activity when it is necessary to keep the class on track.

In this unit, all four of the lessons are based around communicative discussion activities, making it particularly essential that the teacher provide discussion topics that are carefully selected to reflect the interests of the students. Throughout these lessons, the **Integrating Content** sections of the Notes to Teachers boxes provide suggestions to the teacher on how to tie the lesson content to students' professional areas of interest and to integrate content-specific language into the activities. Incorporating vocabulary and materials that are specific to the students' field of work or study helps to make the lessons relevant to the immediate communication needs of the students. This increases student motivation and helps to foster a more positive learning environment.

Lesson	Objectives
1- Expressing Opinions	<ul style="list-style-type: none"> • Express personal opinions and share the reasoning behind them • Ask colleagues to share their personal opinions • Politely request clarification as needed during conversations • Offer clarification as needed during discussions • Argue for and against issues
2- Agreeing and Disagreeing	<ul style="list-style-type: none"> • Utilize a variety of phrases to express agreement during professional discussions • Utilize a variety of phrases to express polite disagreement during professional discussions • Reach a group consensus during a professional discussion • Share and defend opinions
3- Using Diplomatic English	<ul style="list-style-type: none"> • Identify diplomatic language modifications and professional situations where it is appropriate to use them • Apply six diplomatic language modifications to their own English speech • Formulate appropriate and diplomatic responses to various professional scenarios • Compare and contrast English diplomatic language features with those of their own native language
4- Panel Discussions	<ul style="list-style-type: none"> • Identify the roles and responsibilities of a panel discussion facilitator • Integrate appropriate phrases for a panel facilitator while leading a panel discussion • Actively participate in a mock panel discussion as a panelist and as an audience member



Lesson 1: Expressing Opinions



- Express personal opinions and share the reasoning behind them
- Ask colleagues to share their personal opinions
- Politely request clarification as needed during conversations
- Offer clarification as needed during discussions
- Argue for and against issues



Student Copies:

- **Sample Phrases for Clarification and Opinions** handout
- **Phrases for Clarification and Opinions** handout
- **What's Your Opinion?** handout

Single Copy or Reference:

- 6-8 options for students to choose from
- Content relevant topics

Props, Technology, or Other Resources:

- None

Lesson Plan



1 hour 20 minutes

Warm-Up: Standing Opinions



Students stand up to demonstrate their opinions between two options.



6-8 options for students to choose from



5 minutes

Activity 1: Asking for and Sharing Opinions and Clarifications



Students learn phrases to ask for clarification and share opinions.



Phrases for Clarification and Opinions handout

Sample Phrases for Clarification and Opinions handout



20 minutes

Activity 2: What's Your Opinion? Mingle



Groups of students create responses to statements that express their opinion; groups share their opinions with each other.



What's Your Opinion? handout

Relevant topics, current events, or issues



30 minutes

Activity 3: Seeing Both Sides



Students take turns arguing both sides of a topic to practice their opinion sharing skills and seeing other perspectives.



Issues and topics from Activity 2



20 minutes

Wrap-Up: The Three W's



Students write down what they learned, why it is important, and how they will use it outside of the classroom.



None



5 minutes

Warm-Up: **Standing Opinions**

STEP 1

The teacher tells the class that he/she will read out two options, A and B, and that the class will share their opinion on which option is better. Students who prefer A will stand up; students who prefer B will remain seated.

STEP 2

The teacher reads out the two options (e.g. Stand up if you prefer option A: reading. Sit down if you prefer option B: writing). The students stand or sit according to their preferences.

The teacher tells the students to look around, and see which option is the most popular.

The teacher asks one or two students to quickly share their preference, and explain why they feel this way. The teacher repeats this 5-6 times with different sets of options.

STEP 3

The teacher explains that the class just shared their opinions with each other, and asks the class why it is important to be able to express opinions (e.g., to influence decisions, share knowledge, make connections, etc.).

Option: If the students are unable to easily stand up and sit down, the teacher can ask them to raise their hands to show their preference.



6-8 options for students to choose from



5 minutes

EXAMPLES

Drinking coffee

Drinking tea

Meeting new people

Seeing old friends

Watching a debate

Participating in a debate

Teaching

Learning



NOTE TO TEACHERS

Sharing opinions and being able to identify and articulate reasons for holding those opinions are critical professional skills that students will be called upon to use throughout their academic and professional careers.

The teacher should stress the difference between sharing a personal opinion, and sharing an opinion in a professional capacity, noting that those who work for a government ministry or in a similar professional capacity should exercise extreme caution and discretion when voicing opinions as they are seen as representing their government or institution; as a result, their personal opinions can easily be taken as representing the official stance of their ministry.

Activity 1: Asking For Sharing Opinions and Clarifications

STEP 1

The teacher passes out the **Sample Phrases for Clarification and Opinions** handout (see **Appendix 1A**) and checks that the students understand the four language functions

- *Asking For an Opinion,*
- *Sharing an Opinion,*
- *Asking For Clarification/Confirmation,*
- *Clarifying Meaning*

listed in the grid. Students brainstorm situations where they would be called upon to use phrases with those functions (e.g., in a meeting, networking at a conference, during a question and answer session, etc.).



Sample Phrases for Clarification and Opinions handout

Phrases for Clarification and Opinions handout



20 minutes

STEP 2

The teacher passes out the **Phrases for Clarification and Opinions** handout (see **Appendix 1B**) and asks the students to take a few minutes to think about which phrases they would use for each of the four language functions. After the students have had a chance to think, they turn to a partner and share their ideas. The students write the phrases on the handout in the appropriate section of the grid.

STEP 3

On the board, the teacher sketches the grid from the **Phrases for Clarification and Opinions** handout, with the same four titles. The teacher hands out the cut apart phrases to the students, who look at their phrase and decide what function it has. Once the students have decided, they come up to the board and write their phrase in the appropriate section.

STEP 4

The students independently read through the phrases, and circle or highlight any new phrases that they haven't used before and would like to practice during the next activities.

STEP 5

After all of the students have written their phrases on the board, the teacher leads the class in reading through the phrases in each of the sections and checking that they are all correct. The students copy the new phrases onto their handout.

Activity 2: **What's Your Opinion? Mingle**

STEP 1

The teacher asks class members to share their opinion on a topic, current event, or issue that the teacher proposes (e.g., the local housing shortage, or the flooding in the north of the country).

After several students answer, the teachers proposes another topic and again asks for opinions.

After several students volunteer their opinions, the teacher has the students brainstorm and nominate topics, current events, or issues that they are interested in. The teacher writes down the topics on the board.



What's Your Opinion? handout

Content relevant topics, current events, or issues (see **Integrating Content** box below for suggestions)



30 minutes

STEP 2

The teacher passes out the **What's Your Opinion?** handout (see **Appendix 1C**), and the students write down the ideas they have generated from the board in the "Issue/Topic" column.

Once all of the students have eight issues or topics, the teacher asks a student to come up to the front of the room and help model the activity. The teacher and the student take turns asking each other for their name, opinion on one of the topics, and their reason for holding that opinion. The teacher models using the phrases from the previous activity to ask for and share opinions, and request clarification as needed. Both the teacher and the student record their partner's information down on the handout.

STEP 3

The students stand up and move around the classroom, asking for and sharing opinions with seven different students. The teacher moves around the classroom, observing and reminding students to use the phrases from the previous activity as needed.

STEP 4

The teacher asks several students to share the response that they found to be the most interesting with the rest of the class.



NOTE TO TEACHERS

Integrating Content: *The topics for this activity should be related to the field of the students' work or study. Teachers should take care to avoid "hot topics" such as religion or politics.*

Examples of topics that would be relevant for students in the field of education:

Mandatory English education in all public schools.

Reducing the rate of students who drop out of school.

Increasing the training period of all public school teachers to four years.

Examples of topics that would be relevant for students in the field of health:

Universal healthcare for all citizens.

Increasing the numbers of clinics in rural areas of the country.

Government response and regulation of counterfeit medications.

Examples of topics that would be relevant for students in the field of connectivity:

Free access to internet for all citizens.

Reducing the numbers of cross-border smuggling.

Improving and maintaining public highway systems.

Activity 3: Seeing Both Sides

STEP 1

The teacher explains that in this activity students will have a chance to "see both sides" or argue both for and against a topic. If students seem confused, the teacher can briefly model the activity using one of the topics from Activity 2.

The students are put into pairs, and decide who will speak first. The teacher writes one of the issues, events, or topics that was generated during the previous activity on the board. When the teacher calls "Go!" the students who are speaking have one minute to tell their partner why they are for the topic.

At the end of one minute, the teacher calls "Change!" and the same students must switch sides, and tell their partner why they are against the same topic.

At the end of two minutes, the students who are speaking will have shared why they are for and against the same topic.



None



20 minutes

STEP
2

The teacher writes a new topic on the board, and the activity is repeated with the students who listened during the first round. The students then switch partners, and the students take turns discussing why they are for and against a new topic.

This type of public speaking activity encourages students to see a topic from opposing side and fosters flexibility and fluency.

Wrap-Up: **The Three W's**

STEP
1

In their notebooks, students reflect on and write down three points:

- What did we learn today?
- So what? (how is this important, relevant, useful?)
- Now what? (where will we use this outside of the classroom?)



None



5 minutes



Lesson 2: Agreeing and Disagreeing



- Utilize a variety of phrases to express agreement during professional discussions
- Utilize a variety of phrases to express polite disagreement during professional discussions
- Reach a group consensus during a professional discussion
- Share and defend opinions



Student Copies:

- ***Expressing Agreement and Disagreement*** handout
- ***Discuss the Issues*** handout
- ***Group Discussion Tracking Sheet*** (one per group)

Single Copy or Reference:

- Four large signs: Strongly Agree, Agree, Disagree, Strongly Disagree

Props, Technology, or Other Resources:

- None

Lesson Plan



1 hour 30 minutes

Warm-Up: Four Corners



Students move to different corners of the room to show their level of agreement with statements.



Four large signs (Strongly Agree, Agree, Disagree, Strongly Disagree)



15 minutes

Activity 1: Agreeing and Disagreeing in English



Students learn phrases for agreeing and politely disagreeing with colleagues.



Expressing Agreement and Disagreement handout



15 minutes

Activity 2: I Disagree!



Students participate in a fluency circle where they practice politely disagreeing with each other.



None



15 minutes

Activity 3: Ranking Global and Local Issues



Students work in small groups to discuss the results of a global survey on issues facing developing countries, then discuss and rank the issues that their country is facing.



Group Discussion Tracking Sheet



15 minutes

Activity 4: Discussing Decisions



Students get into new groups and share the rankings and responses of their previous group while a facilitator tracks the usage of language functions during the discussion.



Discuss the Issues handout



25 minutes

Wrap-Up: What You Missed



Students write a short summary of what they learned during the class.



None



5 minutes

Warm-Up: **Four Corners**

STEP 1

Before beginning the activity, the teacher posts the four signs in the four corners of the room.

The teacher begins the activity by reading a controversial statement aloud to the class (statement topics can be drawn from Activity 2, Lesson 1 of this unit), then asking class members if they agree or disagree with the statement. The students spend one minute thinking about their answers and their reasons behind their answers.



Four large signs
(Strongly Agree,
Agree, Disagree,
Strongly Disagree)



15 minutes

STEP 2

The students stand up and move to the opinion statement that corresponds to their personal opinion.

Once the students are standing by the opinion statement of their choice, they have three minutes to discuss their reasons for selecting this response with the students around them.

STEP 3

One student reports out the responses for each group. The activity can be repeated one or two more times using new controversial statements.

DISAGREE

**STRONGLY
DISAGREE**

AGREE

**STRONGLY
AGREE**

Activity 1: Agreeing and Disagreeing in English

STEP 1

The teacher asks the students if they find it easier to agree or disagree with people when they are in a professional situation, such as a work meeting or at a conference or workshop.



"Are there situations or people with which the students feel more or less comfortable disagreeing? Why?"



Expressing Agreement and Disagreement
handout



15 minutes

STEP 2

The teacher asks the students to brainstorm professional or academic situations where it might be necessary to politely disagree. The teachers writes the situations on the board.

STEP 3

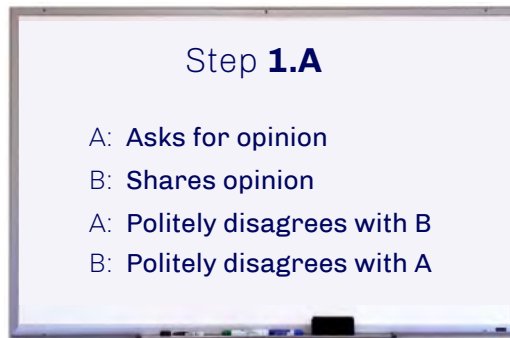
The teacher passes out the **Expressing Agreement and Disagreement** handout (see **Appendix 2A**). The students independently read through the phrases; they circle or highlight any new phrases that they haven't used before and would like to practice during the following activities. The teacher asks the class if there are any other phrases that students have used or heard to express agreement or disagreement that should be added to the handout.



Activity 2: **I Disagree!**

STEP 1

The teacher explains that the students are going to practice disagreeing with each other during dialogues. The teacher writes the steps for **1. A** (see Step **1. A** box) on the board.



**Expressing Agreement
and Disagreement**
handout



15 minutes

The teacher walks the class through the dialogue steps, asking the students to volunteer phrases that can be used for each one.

The teacher then writes a topic on the board (e.g., Schools should hold classes seven days a week) and asks two students to come to the front of the room.

One of the students plays the part of A, the other plays the part of B, and they demonstrate the dialogue in front of the group, with the teacher and students offering suggestions as needed.

Example:

A: *From your point of view, do you think that schools should hold classes on Sundays?*

B: *The way that I see it, it would be very difficult for schools to hold classes on Sunday. The schools would have to increase their budget to pay for an extra day for teachers and staff each week, and the students and teachers would be tired because they wouldn't get a chance to rest.*

A: *I understand where you're coming from; however, I think that students need to spend more time in classes to master their academic skills. Having classes on Sunday would help them to be more successful later in life.*

B: *That's a good point, but if the students and teachers get too tired and frustrated, more students will drop out of school and lose their opportunity for education.*

STEP 2

The teacher organizes the students into a fluency circle—an outer circle and an inner one (see **diagram** below), with students in the inner circle facing out and those in the outer circle facing in.

The students on the outside are A's, and the students on the inside are B's. Facing their partner, students have a two minute conversation on the controversial topic that the teacher writes on the board.

The teacher walks around and encourages the pairs to keep speaking. The teacher should have the students hold their **Expressing Agreement and Disagreement** handout during this activity so that they can practice the new phrases that they identified during Activity 1.

Note: Fluency circles are sometimes also referred to as speed-dating configurations.

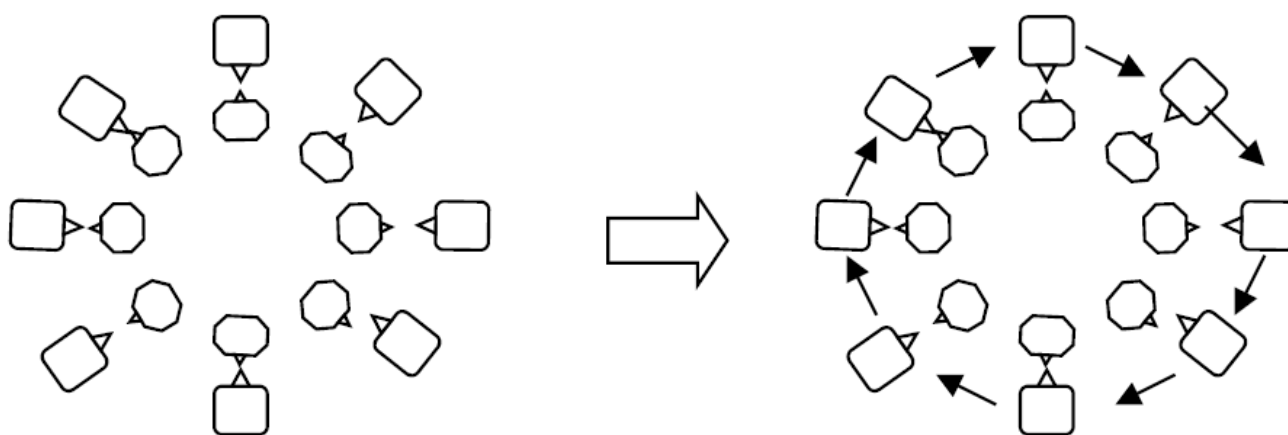


Diagram: Fluency Circle - Speed Dating Configurations

STEP 3

At the end of two minutes, the teacher calls time and has the outer circle rotate one person clockwise so that all students have a new partner. The teacher then gives the students a new topic and the partners proceed to have a conversation disagreeing about the new topic for two minutes.

After three rounds, the students in the outside circle become B's, and the students in the inside circle become A's. The above procedure is repeated several times (as long as the class is engaged), with the outer circle moving clockwise and the students being given a new topic each time.

Activity 3: Ranking Global and Local Issues

STEP 1

The teacher divides the class into small groups, and passes out the **Discuss the Issues** handout (see **Appendix 2B**).

In their small groups, the students read through the Issues in Part 1, and discuss whether or not they agree or disagree with the survey's responses.



Discuss the Issues
handout



15 minutes

STEP 2

In the same small group, the students move on to Part 2. They discuss the biggest challenges facing their country and rank them according to importance. The teacher moves around the room.

He/she reminds students to ask for and share their opinions using the strategies they have learned vis-à-vis asking for clarification and agreeing/disagreeing with one another.

STEP 3

The teacher tells the class that they should now spend several minutes in their groups making sure that all group members are comfortable with the group's decisions and familiar with the underlying rationale for these decisions. He/she explains that in the next activity, each student will need to be prepared to debate and defend their group's responses and rankings.



NOTE TO TEACHERS

Integrating Content: *Rather than using the **Discuss the Issues** handout provided at the end of the lesson, the teacher may choose to share a ranking of issues from the field of students' work or study.*

An example of an online resource for students who work or study in the field of environment and climate change can be found here:

<https://www.carbonbrief.org/climate-change-drive-third-parasites-extinction-2070>

An example of an online resource for students who work or study in the field of agriculture can be found here: <http://www.foodsecurity.ac.uk/issue/facts.html>



NOTE TO TEACHERS

With its origins in **Spencer Kagan's** cooperative learning approach, the **jigsaw** structure aims at equalizing student participation and ensuring that all students share responsibility for the success of an activity ("My success is your success.").

The structure is most commonly associated with reading (hence **jigsaw reading**). However, it can also be used for listening or speaking activities, as it is here (**jigsaw speaking**). In the first phase of the jigsaw activity, students work together in their groups to become "experts" on a text or task. It becomes their responsibility to communicate the content of their group's discussion in the next phase of the jigsaw, where they are "jigsawed" or regrouped into a new group configuration consisting of one member only from each of the original expert groups.

In the jigsaw discussion activity used in this lesson, the task of students in the jigsaw group is to represent the point of view (i.e., defend the rankings) decided upon in their expert group and provide a rationale for this point of view.

Activity 4: Discussing Decisions

STEP 1

The teacher "**jigsaws**" students into new small groups, with each new group member representing a different small group from Activity 3.

The teacher gives one student in each group the **Group Discussion Tracking Sheet** (see **Appendix 2C**). This student acts as the facilitator and is in charge of tracking when the other students in the group use specific language functions.



Group Discussion Tracking Sheet



25 minutes

STEP 2

The facilitator writes down the names of each group member in the left-hand column, including his/her own name. Each time the facilitator hears one of the group members use one of the language functions, he/she marks the appropriate column on the sheet.

The facilitator should also prompt students to speak as needed, asking them to share opinions, if they understand what was said, or if they agree or disagree with other group members.

STEP
3

Each of the students in the new small groups shares his/her previous group's responses and rankings from Part 2 of the **Discuss the Issues** handout. During the ensuing discussion, the students all ask each other's opinions, share opinions and agree and politely disagree with the other group members. The teacher moves around the room, assisting as needed.

STEP
4

After 15-20 minutes of discussion, the teacher calls time. The group facilitator gives the group members feedback on their language usage during the discussion.

STEP
5

The teacher calls students back into whole class format to debrief after the jigsaw discussion activity. He/she asks students how comfortable they felt agreeing/disagreeing with other group members and if they felt that they were able to successfully represent and defend their original group's rankings.

Wrap-Up: What You Missed

STEP
1

Students write a short letter or email to an "absent" classmate, explaining what they learned during the lesson as well as their favorite activities.



None



5 minutes



Lesson 3: Using Diplomatic English



- Identify diplomatic language modifications and professional situations where it is appropriate to use them
- Apply six diplomatic language modifications to their own English speech
- Formulate appropriate and diplomatic responses to various professional scenarios
- Compare and contrast English diplomatic language features with those of their own native language



Student Copies:

- ***Tips for Using Diplomatic Language*** handout
- ***Venn Diagram*** handout

Single Copy or Reference:

- ***Non-Diplomatic Phrases*** (cut into strips)

Props, Technology, or Other Resources:

- ***Diplomatic English*** PowerPoint
- Laptop and LCD projector; screen
- Scratch paper

Lesson Plan



1 hour 40 minutes

Warm-Up: Introduction to Diplomatic Language Modification



Teacher introduces how language can be modified to sound more polite and diplomatic.



Blackboard/Whiteboard



10 minutes

Activity 1: Tips for Diplomatic English



Students learn six tips for making their English speaking more diplomatic.



Diplomatic English PowerPoint



20 minutes

Activity 2: Diplomatic Language Mingle



Students mingle to practice saying negative statements in a diplomatic manner.



Non -Diplomatic Phrases
(cut into strips)



20 minutes

Activity 3: Professional Case Studies



Students discuss and share how they would respond to a variety of professional situations in a respectful and diplomatic manner.



Scratch paper cut into quarter-sheets



30 minutes

Activity 4: Venn Diagram Comparisons



Students compare and contrast diplomatic speaking in English with diplomatic speaking in their native language.



Venn Diagram handout



20 minutes

Wrap-Up: Symbol Responses



Students write down one thing that they are excited about, one language skill that they will practice, and one question they still have.



Scratch paper cut into quarter-sheets



5 minutes



NOTE TO TEACHERS

This lesson plan can also be split into two, one-hour lesson plans over two days. The first day ends after Activity 2, and the second day begins with a brief review of Activities 1 and 2, then continues with Activity 3 and the Wrap-Up.

Warm-Up: **Introduction to Diplomatic Language Modification**

STEP 1

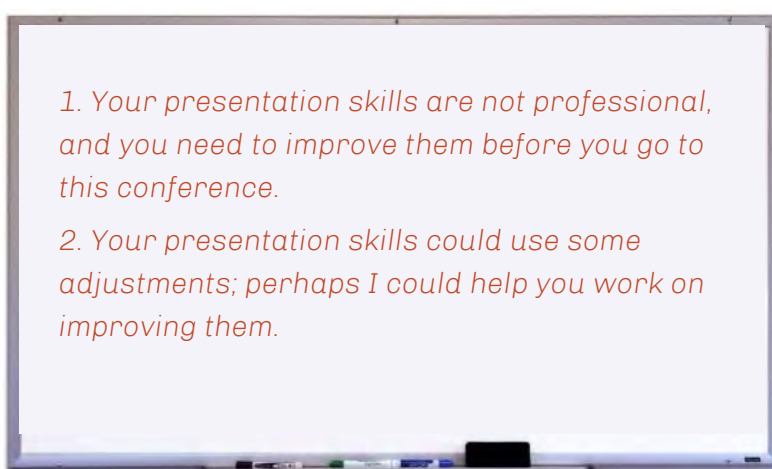
The teacher introduces diplomatic language modification with the following example written on the board and poses the question:



Blackboard/
Whiteboard



10 minutes



"Both of these sentences are an example of feedback to a colleague. What is the difference between these two sentences?"

STEP 2

The teacher asks the students which phrase they would prefer to hear if they were preparing for a conference presentation. Which one is the most helpful? How would each of these statements make them feel? How would they respond to each statement?

The teacher explains the following differences in how we can modify our language to be more diplomatic: Statement 1 is an example that uses no language modification; it delivers negative feedback and could cause embarrassment or defensiveness.

Statement 2 uses diplomatic language modification; it conveys the same negative message but in a softer and more supportive manner. Generally, people respond better to a diplomatic and polite manner of speaking. Undiplomatic language can cause people to feel like they are being attacked so they become defensive in response.

STEP 3

The teacher asks the students to think of professional situations, particularly at conferences, where using diplomatic language would be useful and appropriate. The teacher writes the suggestions down on the board.



NOTE TO TEACHERS

Diplomatic language can be defined as communication that preserves the dignity of other people; it helps people to say things in a more indirect or less negatively-couched fashion that might otherwise have a negative impact on the recipient, thus helping the recipient to "save face." Using diplomatic language helps the speaker to communicate needs, feelings, beliefs and opinions to the listener in a way that avoids conflict without betraying the speaker's own interests.

Aside from the verbal diplomatic strategies that the students will learn in this lesson, successful diplomatic communication also involves flexibility, using polite non-verbal cues, a positive approach, and coming across as being non-judgmental.

In many professional situations (including sharing opinions and giving feedback to colleagues, participating in conferences, and presenting and asking questions during panel discussions) it is important to speak diplomatically in order to communicate effectively.

Activity 1: Tips for Diplomatic English

STEP 1

The teacher shows the students the **Using Diplomatic English** Powerpoint Slides (see **Appendix 3D**). The teacher walks the students through **slides 1-8**, explaining how speakers modify language to soften their message.

For **slide 9**, the teacher puts the class into small groups to discuss the questions. After several minutes, the teacher asks small groups to share their answers.



Using Diplomatic English

PowerPoint

Tips for Using Diplomatic Language

handout



20 minutes

STEP 2

The teacher distributes the **Tips for Using Diplomatic Language** (See **Appendix 3A**) handout, and then takes the class through the diplomatic speaking tips on **slides 10-22**. Students use the **Tips for Using Diplomatic Language** handout to take notes.

After every tip, the teacher pauses for a few minutes for the small groups to come up with several new examples that use the tip and has each group share its new example/s with the rest of the class. The teacher should point out that multiple tips can be used together.

**Tip 1 (slide 6):*****Use not+very+positive adjective.***

People prefer to hear positive adjectives rather than negative adjectives; it makes the phrase seem less judgmental and harsh, even though the meaning is essentially the same.

**Tip 2 (slide 8):*****Use qualifiers.***

Qualifiers (adverbs or adjectives that qualify or limit the word they modify) make a statement seem less harsh; they serve the purpose of softening the message.

**Tip 3 (slide 10):*****Use hedges.***

Hedges (words or phrases that lessen the impact of the message) make the phrase seem less certain and cause the position of the speaker to come across as being more flexible.

**Tip 4 (slide 12):*****Ask a negatively-phrased question.***

A question invites agreement, and offers an indirect way of making a suggestion. Using a negatively phrased question gives the impression that the suggestion is more negotiable.

**Tip 5 (slide 14):*****Add "I'm afraid."***

This phrase is very commonly used to show that the speaker recognizes that his/her response may be construed as unwelcome or unhelpful. It indicates that the speaker feels that this response is unavoidable, and that he/she apologizes for that.

**Tip 6 (slide 16):*****Add "Use continuous forms with modals."***

The continuous (-ing) form, used with verbs (like hope, discuss, think, wonder), gives the impression of including the listener in the discussion, and can be seen as being more open and friendly. Modal verbs (like ***may, might, should, could***) make the statement sound more tentative.



STEP
3

For **slides 18-19**, the students turn to the person sitting next to them. Together, they read the phrases on the slides, and decide which diplomatic speaking tip the phrase is modeling.

STEP
4

The teacher reviews the correct answers with the students and discusses alternatives.

Activity 2: Diplomatic Language Mingle

STEP
1

The teacher gives each student one **Non-Diplomatic Phrase** (see **Appendix 3B**) on a strip of paper. The students read their phrase, and then decide how to say the same phrase diplomatically using one of the tips that they used in the previous activity. Students must not write their answers on their strip.



Non-Diplomatic Phrases (cut into strips)



20 minutes

STEP
2

The students stand up and move around the classroom in a mingle activity. When two students pair up, each student reads his/her original phrase, and then says the phrase diplomatically.

After both students have shared their phrases, they exchange phrases and each student finds a new partner.

STEP
3

After all of the students have exchanged phrases 8-10 times, the teacher calls time and all students return to their seats. The teacher asks several students to share their phrases with the rest of the class.

The teacher takes a quick survey of the class, to see which diplomatic speaking tip the students used the most/least during the mingle, and reminds students that the best way to familiarize themselves with new language forms is to practice using them as much as possible.

Activity 3: Professional Case Study

STEP 1

The teacher divides the class into small groups. The teacher shares the following scenario with the groups. In their small groups, the students discuss what their response would be, incorporating the diplomatic language modifications that they used in the previous activities.



Scratch paper cut into quarter-sheets



30 minutes

Scenario:

You are at a conference and attend a presentation of a participant from another country who works in the same field as you. As she is presenting her study, you notice several errors in her supporting evidence, as well as multiple inconsistencies in her conclusions. At the end of her presentation, she comes up to you and asks you what you thought about her presentation. How do you respond?



NOTE TO TEACHERS

Integrating Content: *The teacher can add details into the example in Step 1 to make the example more relevant to the area of work or study. For example:*

You are at an Agriculture and Food Security conference, and attend a presentation on the System of Rice Intensification (SRI). The presenter is a conference participant from another country. As she is delivering her presentation, you notice several errors in her descriptions of the central principles of SRI, as well as multiple assumptions that she makes regarding the rice growing conditions in your own country. At the end of her presentation, she comes up to you and asks you what you thought about her presentation. How do you respond?

The teacher should encourage the small groups to come up with content-specific examples when they are writing their scenarios in Step 2, drawn from professional conferences and workshops that they've attended.

STEP 2

After several minutes, the teacher asks each group to share their response with the class. The groups also share why they chose this response.

STEP
3

The teacher asks the group members to discuss in their group and come up with an example of a professional situation where it is important to use diplomatic language. The situation can be a true story, or it can be imagined.

After several minutes of discussion, the teacher hands each group a quarter-sheet of paper, and one student in the group writes down the scenario. The student should not write down any responses to the scenario.

STEP
4

The groups exchange their scenario with another group. Once each group has a new scenario, they spend 10 minutes discussing the best way to respond to the scenario using diplomatic language. Once the group comes to a consensus, one student records their response.

STEP
5

One student from each group shares the group's response and why the group members chose this response.

If there is time, the teacher leads a group discussion in evaluating each response and hearing if other groups would make other suggestions for responses.

Activity 4: Venn Diagram Comparisons

STEP
1

The teacher draws a **Venn-Diagram** on the board. Above one side of the diagram the teacher writes English, over the other side of the diagram the teacher writes the name of the students' native language (ex: Thai, Khmer, Japanese, etc.).

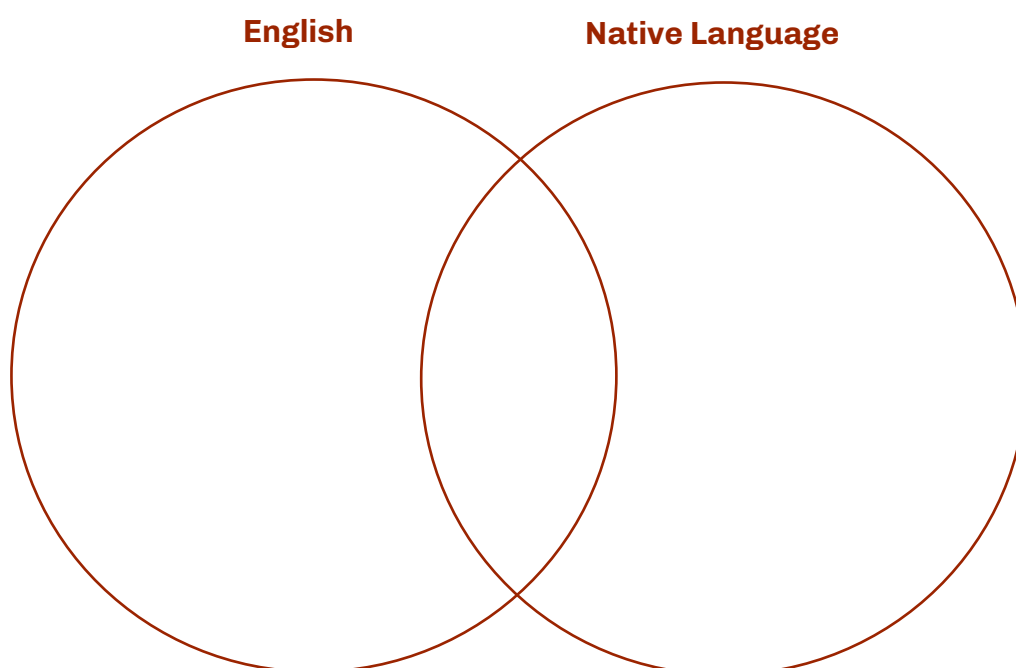


Venn Diagram
handout



20 minutes

He/she distributes the **Venn Diagram** handout (see **Appendix 3C**) to students, who then copy the headings onto their handouts.





NOTE TO TEACHERS

*Graphic organizers can be powerful tools to help students gain a visual understanding of complex ideas. A **Venn Diagram** is a common graphic organizer that is generally used to facilitate comparisons between two or more different elements. Research shows that identifying similarities and differences is a powerful strategy for developing student learning, as well as increasing critical thinking skills. Using a **Venn Diagram** can help students to recognize complex relationships between items, characteristics, and ideas.*

STEP 2

The teacher asks the students to brainstorm methods that they can use to come across as being polite and diplomatic in English.

The responses can include non-verbal communication as well as language modification (e.g., smile, make eye contact, use qualifiers, use not+very+positive adjective, etc.).

The teacher writes the methods down on the English side of the diagram.

STEP 3

The teacher asks the students to think about times that they want to be very polite and diplomatic in their native language. What language modifications do they use when they are speaking? What non-verbal communication do they use?

The students take a few minutes to write down their ideas on a piece of paper, and then turn to the person sitting next to them and share their ideas. After all of the students have had a few minutes to discuss their ideas with a partner, the teacher asks for volunteers to share their ideas out loud. The teacher writes the responses on the **Native Language** side of the board.

STEP 4

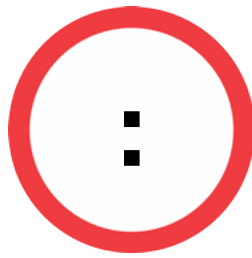
As a class, the students look for similarities between the two circles. For example, if “use quantifiers” is written on both sides of the diagram, the teacher circles the phrase and then writes it in the middle. This illustrates the fact that both of the language systems use the same method.

As the class points out similarities, there may be more ideas added to both sides. After all of the similarities are identified, the teacher leads the class in a discussion of what is similar between diplomatic speaking in English and in their native language. Students also discuss ideas for practicing their diplomatic speaking outside of the classroom.

Wrap-Up: **Symbol Responses**

STEP 1

Each student receives a quarter-sheet of paper. On the paper they write three symbols:



Scratch paper
cut into quarter
-sheets



5 minutes

STEP 2

The teacher writes the following three prompts on the board. For each symbol, the students must complete the corresponding sentence.

- ! - One thing I learned today that I'm excited about is...
- : - One language skill I will practice outside of class is...
- ? - One question I still have is...

STEP 3

The students hand the teacher their papers. The teacher uses the papers to see if there are any questions that should be addressed in the following class.



Unit 4: Panel Discussions



- Identify the roles and responsibilities of a panel discussion facilitator
- Integrate appropriate phrases for a panel facilitator while leading a panel discussion
- Actively participate in a mock panel discussion as a panelist and as an audience member



Student Copies:

- **Panel Facilitator Roles and Responsibilities** handout
- **Phrases for Facilitating and Participating in Panel Discussions** handout, Sets A-E

Single Copy for Reference:

- Teacher suggestions for content-related panel discussion topics

Props, Technology, or Other Resources:

- Black/whiteboard, chalk/pens
- Colored facilitator cards

Lesson Plan



1 hour 45 minutes

Warm-Up: Dream Panel



Students discuss the definition of a panel discussion; they discuss and nominate panelists that they would invite to be on a “dream panel.”



Whiteboard, pens



10 minutes

Activity 1: Panel Pre-Discussion



Students brainstorm and analyze the roles and responsibilities of a panel facilitator; they mingle with classmates to learn phrases for facilitating and participating in panel discussions.



Panel Facilitator Roles and Responsibilities
handout

Phrases for Facilitating and Participating in Panel Discussions
handout



25 minutes

Activity 2: Panel Discussion Practice



Students practice using facilitator and panelist phrases as they practice discussing a panel topic in small groups.



Set of colored facilitator cards, teacher suggestions for topics



25 minutes

Note: The teacher may want to encourage students to use handouts from the previous three lessons: **Phrases for Clarification and Opinions**, **Expressing Agreement and Disagreement**, and **Tips for Diplomatic Speaking**

Activity 3: Seeing Both Sides



Students work in small groups to propose solutions to a dilemma. Representatives from each group take part in a facilitated panel discussion with opportunities for audience interaction and participation



Brainstormed topics from Activity 2



40 minutes

Wrap-Up: 30 Second Answers



Students are instructed to write and then share language techniques and skills learned during the lesson.



None



5 minutes

Note: This lesson plan can also be split into two, one-hour lesson plans over two days. The first day ends after Activity 2, and the second day begins with a brief review of Activities 1 and 2, then continues with Activity 3 and the Wrap-Up.



NOTE TO TEACHERS

Integrating Content: It is very important that teachers keep in mind the specialized content area of his/her audience. In order to prepare for this lesson, it is very helpful for the students to view examples of panel discussion in their field. It is a good idea for the teacher to give the students access to a link so that they can prepare for the lesson by watching part of panel discussions.

An example of panel discussions on the topic of security in Asian architecture can be viewed at this link: <https://www.youtube.com/watch?v=noMFVEp6U1Q>

An example of a panel discussion on the topic of creating an innovative environment in the area of science can be viewed at this link:

<https://www.youtube.com/watch?v=Ywj10vRVMmM>

You can search Youtube for panel discussions on themes connected to your students' field of work or study.

Warm-Up: **Dream Panel**

STEP 1

Teacher asks the class, “What comes to mind when I say panel discussion?” and calls on several students to answer. After the class has a few minutes to discuss, the teacher shares the definition:



Whiteboard/Pens



10 minutes

A panel discussion is designed for an audience to listen to a small group of experts have a discussion around a specific issue or topic. It is a public exchange of ideas, giving experts the chance to discuss a particular topic in a facilitated conversation with input from the audience. Many times the audience is invited to ask questions.

The teacher asks the students if any of them have ever watched or participated in a panel discussion, and gives students a chance to share their answers.

STEP 2

The teacher tells the students that they are going to put together their dream panel. Students write down 3-5 names of people that they would like to have the opportunity to see present and to ask follow-up questions of. Students can choose anyone in the world or throughout history for their panel. Students must be able to explain the reasons behind choosing their panelists. The teacher can share the following example or come up with his/her own example for the class.

Example:

I would choose Martin Luther King, Jr., President Nelson Mandela, and Ghandi because I am very interested in the power of civil disobedience and non-violent protests in the struggle for human rights, and I would want to ask the three of my panelists questions about their inspiration.

STEP 3

The teacher next uses the cooperative learning structure think-pair-share. He/She first gives the students several minutes of “think” time. During this time students sit quietly and reflect on their answer to the task. Next, the teacher “pairs” students and has them discuss the ideas that they came up with during the think time. Finally, the teacher puts students into groups of 4 (two of the original pairs join one another to form a group of 4); these groups then “share” or pool the information they have discussed and arrive at the ultimate suggestion for a dream panel.

STEP
4

The teacher asks one member from each group to write the names of their dream panel members on the board.

Option: If desired, the class can vote on the best dream panel.

Activity 1: Panel Pre-Discussion

STEP
1

The teacher explains to the class that every panel discussion requires a facilitator to guide and moderate the discussion.

As a whole class, the students brainstorm a list of the roles and responsibilities of a panel discussion facilitator.

The teacher asks one or two volunteers come up to the board to write down the class responses.

STEP
2

The teacher hands out the **Panel Facilitator Roles and Responsibilities** handout (see **Appendix 4A**) and students check their class brainstorm responses against the roles and responsibilities listed on the handout.

The teacher asks if the students find any of the roles and responsibilities listed on the handout to be surprising, or if there are any from the brainstorm session that should be added to the list.

STEP
3

In preparation for this activity, the teacher has prepared enough copies of sets A-E of the **Phrases for Facilitating and Participating in Panel Discussions** handouts (see **Appendix 4B,4C,4D,4E,4F**) such that each class member receives one copy of the handout (either set A, B, C, D, or E).

The teacher proceeds to introduce the activity to students, noting that they will each receive a handout on which only one piece of the information is provided and that their task is to “mingle” with the other students in the class in order to discover and write down all the pieces of information that are missing on their individual handout. They are not, under any circumstances, allowed to show their handout to the other students; they are only allowed to ask and answer questions in order to complete the task.

The teacher distributes the handouts and instructs students to stand up and move around the classroom. When students find a classmate who has a different section of the phrases than they do, the students should exchange information and write down the phrases that they are missing. At the end of the mingle activity, the students should have talked to four different students and have filled in all the missing phrases on their handouts.



Panel Facilitator Roles and Responsibilities
handout

Phrases for Facilitating and Participating in Panel Discussions
handout (equal numbers of each handout)



25 minutes

STEP 4

The teacher brings the class back together and goes through the five sections on the handout. At the end of each section, the teacher asks if the class has suggestions for other phrases that could be added, and students write in additional phrases.

Activity 2: Panel Discussion Pack

STEP 1

The teacher asks the class to brainstorm potential panel discussion topics with a partner and then asks the class to share their favorite ideas.

The teacher writes the ideas down on the board as they are generated. After the class has come up several ideas, the teacher leads a poll to see which topic the class is the most interested in discussing. The teacher then writes that topic at the top of the board, and asks the class to suggest questions that could be asked during a panel discussion this topic. The teacher writes the suggested questions on the board.



A set of colored facilitator cards



25 minutes



NOTE TO TEACHERS

The teacher may want to encourage students to use handouts from the previous three lessons: **Phrases for Clarification and Opinions**, **Expressing Agreement and Disagreement**, and **Tips for Diplomatic Speaking**.

Integrating Content: The teacher should encourage the students to suggest dilemmas that are from the students' field of work or study. The teacher can ask the students to think about dilemmas that the region is currently facing in their field of expertise or issues that are impacting students' lives. The teacher should have several suggestions ready in case students ask to hear examples.

For example, students who are officials from the Ministry of Environment might suggest topics such as **The Impacts of Climate Change**, **Combating Illegal Logging and Deforestation**, and **Water Pollution in the Mekong River**.

If the students were to choose the topic of Water Pollution in the Mekong River, some of the questions could be: What are the major causes of pollution in the Mekong River? How does water pollution impact the lives of rural farmers? What should the government do to combat water pollution? What should citizens do to help cut back on water pollution?

STEP
2

The teacher splits the class into groups of 4-5 students. The groups sit in a circle. The teacher explains that one person in the group will act as the panel discussion facilitator, and the other members of the group will be panelists. Groups each nominate a facilitator (alternatively, the teacher can decide who should be given this role).

The teacher gives the student who has been chosen as facilitator a colored card (it is generally a good idea to begin with a higher-level student for the first round of this activity). The teacher explains that the student who is the facilitator is responsible for introducing the topic and asking the questions.

The remaining group members act as the panelists. The facilitator must also direct questions to the panelists, keep the panelists on topic, and make sure that all of the panelists get opportunities to speak. The panelists are to respond to the questions as well as to each other.

The teacher reminds the facilitator and panelists that they should use phrases from the handout, and that they can also use phrases from Lessons 1, 2, and 3 of this unit for language suggestions e.g., sharing opinions, politely agreeing and disagreeing, and speaking diplomatically as they interact with one another.

STEP
3

The groups begin discussing the topic that is written on the board, with the facilitator asking questions (they can refer to the ones on the board for the first round), encouraging panelists to interact as needed, and helping to guide the discussion so that everyone has a chance to contribute.

After 3-4 minutes, the teacher calls time, and the facilitator passes the colored card to the student on his/her right. The discussion resumes where it left off, with the new student holding the facilitator card and being responsible for asking questions and guiding the discussion.

STEP
4

The teacher repeats Step 3 until all of the students in the group have had the opportunity to practice facilitating the discussion. If the group runs out of questions, the facilitator can make up new questions, or go back to the top of the list and ask the questions again.

Activity 3: All-Class Panel Discussion

STEP 1

The class returns to the list of brainstormed topics from Activity 2 and selects a new dilemma to discuss in an all-class panel discussion.

The teacher next asks students to come up with suggestions for solutions to the dilemma, for example, a class with students that are officials from the Ministry of Energy might come up with the following problem and solutions:



Brainstormed topics from Activity 2



40 minutes

Examples:

Problem selected: Lack of electrification in rural areas	
Solution 1	Wind Power
Solution 2	Solar Power
Solution 3	Hydropower
Solution 4	Biodiesel Power

Once there are enough solutions, the teacher splits the class into small groups. The members of one of the groups are designated as facilitators. All other group members play the role of experts.

STEP 2

Each small group of experts is assigned one of the proposed solutions; their task is to come up with a proposal for presenting their solution, as well as for providing several reasons why their solution is the best. The facilitators group is tasked with coming up with several questions to ask panel participants about the dilemma.

STEP 3

While the small groups are discussing, the teacher sets up chairs at the front of the classroom (one chair for each group of students). After 5-10 minutes, the teacher asks each group to choose one representative to be a panel participant. He/she also asks the facilitator group to choose one representative to serve as the panel facilitator.

STEP 4

Those students who have been chosen as representatives are called forward to take their places on the panel. After sitting down, they are given a chance to confer with the facilitator so that he/she can write down their names, employment positions, and the solution that they will be representing on the panel.

While the panel is conferring, the teacher gives instructions to the remaining class members. Their task is:

- 1) to serve as audience members,
- 2) to ask questions of the panelists, and
- 3) to monitor the language used by both the panelists and the facilitator (checking off the phrases on their handouts that they hear used during the panel discussion).

Option: Those teachers wishing to have a more participatory role play experience can explain that they will periodically stop the panel discussion to ask for audience feedback and recommendations for improving the panel.

These teachers may also want to assign roles to several audience members to increase the challenge (e.g., audience member who won't stop asking questions, audience member who gives too much background information, audience member who talks about himself/herself rather than asking a question, etc.).

See Note to Teachers below for additional information.



NOTE TO TEACHERS

Integrating Content: *A role play where the action is stopped and audience response and participation is solicited is referred to as “interactive” or “participatory” role play or theater. Participatory theater breaks down the fourth wall that separates the actors from the audience, inviting the audience members to take part in the action by supplying performance suggestions, recommending courses of action, or even actively participating in the role-play by replacing an actor. This type of role-play helps the audience to reflect on, think, and talk about what they are observing rather than being passive spectators.*

*Audience members positively influences the direction that the role-play takes, which enables them to feel empowered and can help them to enact change when they find themselves in similar situations. Participatory theatre can also be very positive for the role-play participants, providing them with support and suggestions for carrying out the scene, and decreasing performance anxiety. The most famous type of participatory theater is called “**Theater of the Oppressed**” and was developed by Brazilian activist Augusto Baol and influenced by Paulo Freire. Theater of the Oppressed uses theater as a vehicle for promoting social change.*

For more information on types of participatory theater and how it can be used, visit <http://dmeforpeace.org/sites/default/files/Participatory-Theatre-Manual-EN.pdf>

STEP
5

The teacher steps back and allows the facilitator to begin the panel discussion, welcoming the audience, explaining the topic, and introducing the panelists. The facilitator then guides the discussion, asking for questions from the audience, directing questions to panelists, and ensuring that each panelist has the opportunity to present and defend its group's solution.

Option: If choosing the option outlined in Step 3, teachers may also wish to periodically call "Pause," stopping panelists and facilitator from what they are doing. During these pauses, the teacher will ask the audience members to give both positive and constructive feedback to the facilitator and panelists. Audience members may suggest follow-up questions to keep the conversation moving, strategies for dealing with aggressive audience questioners, ways to ensure that all panelists are getting a chance to speak, ways of asserting oneself in the panel and getting the chance to respond to a question, etc.

The teacher may also invite members from the audience to switch places with the panelists or facilitator, in order to demonstrate their suggestions or techniques for participating in the panel discussion.

STEP
5

After approximately 15 minutes, the teacher asks the facilitator to bring the discussion to a close. Once the discussion is finished, the panelists and facilitator return to their groups, and the teacher leads the class in a short debrief, eliciting reactions to the activity, determining the language and phrases the audience members heard, and eliciting suggestions and recommendations for the panelists and facilitator.

Wrap-Up: 30 Second Answers

STEP
1

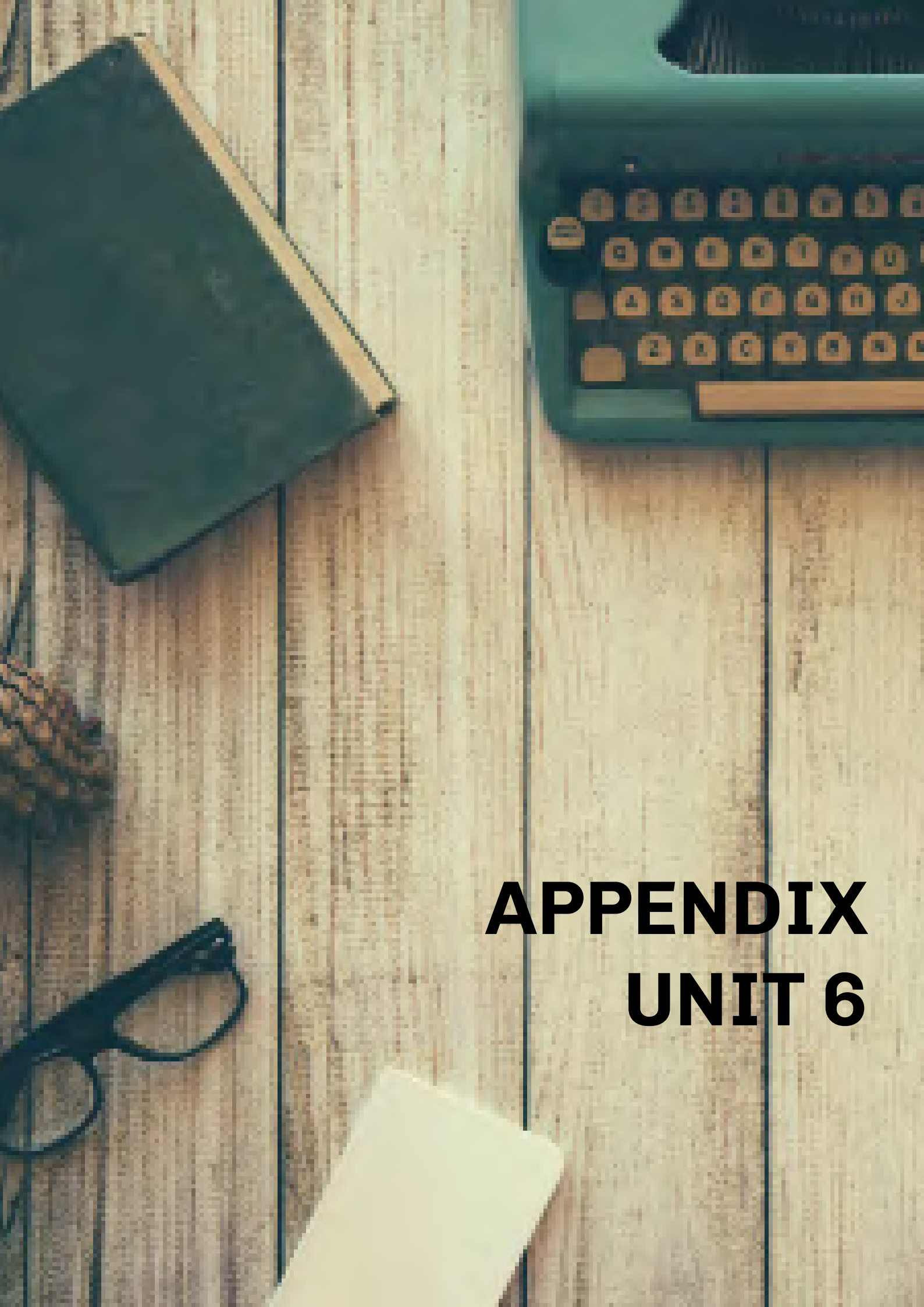
The teacher gives the students two minutes to write down one language technique and one new skill that they learned during the lesson. He/She then calls on several different students to stand up and share answers with class, speaking for 30 seconds at a time.



None



5 minutes

A top-down view of a wooden desk with a light brown, vertical-grained surface. In the top right corner, a portion of a teal-colored typewriter is visible, showing its keyboard with light-colored keys and a dark carriage. In the top left corner, a dark green notebook with a light-colored spine is placed diagonally. In the bottom left corner, a pair of black-rimmed glasses lies on the desk. A black pen with a textured grip is positioned vertically on the left side of the desk. A small, blank, cream-colored rectangular card is located in the bottom center. The text 'APPENDIX UNIT 6' is printed in a bold, black, sans-serif font in the lower right area of the image.

APPENDIX

UNIT 6



APPENDIX 1A: Sample Phrases for Clarification and Opinions

Excuse me, could you please repeat that?	I'm sorry, I didn't catch that.	I'm not quite sure I understand. Could you say that again?	Could you give me an example?
Could you elaborate on that?	If I understand you correctly, you're saying that...	Could you explain what you mean by...	I don't quite see what you're getting at.
I'm sorry, did you say...	Let me rephrase that...	Perhaps I'm not making myself clear...	Let me put this another way...
Let me clarify what I just said...	What I meant to say was...	I'd be interested in hearing your views on...	What's your position/opinion/point of view on...
Do you have any thoughts on...	Can you share your thoughts on...	What do you think about...	What are your feelings on...
I'm of the opinion that...	From my point of view...	The way I see it...	As far as I'm concerned...
My feelings on the matter are that...	Speaking from personal experience...	I have no doubt that...	I believe/consider/find that...



APPENDIX 1B: Phrases for Clarification and Opinions

Asking for an Opinion	Sharing an Opinion
Asking for Clarification/Confirmation	Clarifying Meaning



APPENDIX 1C: What's Your Opinion?

Issue/Topic	Name	Opinion	Reason



APPENDIX 2A: Expressing Agreement and Disagreement

Expressing Agreement	Expressing Disagreement
I agree that...	I'm not sure that I agree with you on...
I completely agree.	I'm not sure that I agree that...
I feel the same way.	I'm afraid I have to disagree with you on that.
I'm in total/complete agreement.	I see what you mean, but I'm not fully convinced that...
That's my opinion too.	I'm afraid that I can't fully agree with you because...
I couldn't agree more.	I hate to disagree, however...
I think you're right.	You have a point, however...
I think that we feel the same way about...	That's a really good/excellent point, however...
That's exactly what I think.	I'm not quite sure I can agree with your argument that...
You're completely right.	I see/understand where you're coming from, but I think/feel/believe...
That's an excellent point.	I agree with you in part, however...
Very true.	I think that's true up to a point, however...
I think that's true, too.	Yes, that's true. However...
I would tend to agree with you on that.	I see what you mean, but have you thought of....?



APPENDIX 2B: Discuss the Issues

Part 1: A 2014 survey conducted by the Pew Research Center in 34 emerging and developing nations identified the following issues as the top challenges that developing nations need to overcome. Discuss with your group if you agree or disagree with the responses and rankings.

- 1) Crime
- 2) Corruption
- 3) Healthcare
- 4) Poor Schools
- 5) Water Pollution
- 6) Air Pollution
- 7) Food Safety
- 8) Electricity Shortages
- 9) Traffic

Part 2: In your group, discuss the major challenges that your country is facing today. As a group, rank them in order of importance, and justify your decisions. Be prepared to share your responses and rankings with the rest of the class.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____
- 7) _____
- 8) _____
- 9) _____



APPENDIX 2C: Group Discussion Tracking Sheet

Name	Expresses Opinion	Asks for/Gives Clarification	Agrees	Disagrees

APPENDIX 2D: Group Discussion Tracking Sheet

Name	Expresses Opinion	Asks for/Gives Clarification	Agrees	Disagrees



APPENDIX 3A: Tips for Using Diplomatic Language

Tip #	Definition	Examples
1		
2		
3		
4		
5		
6		

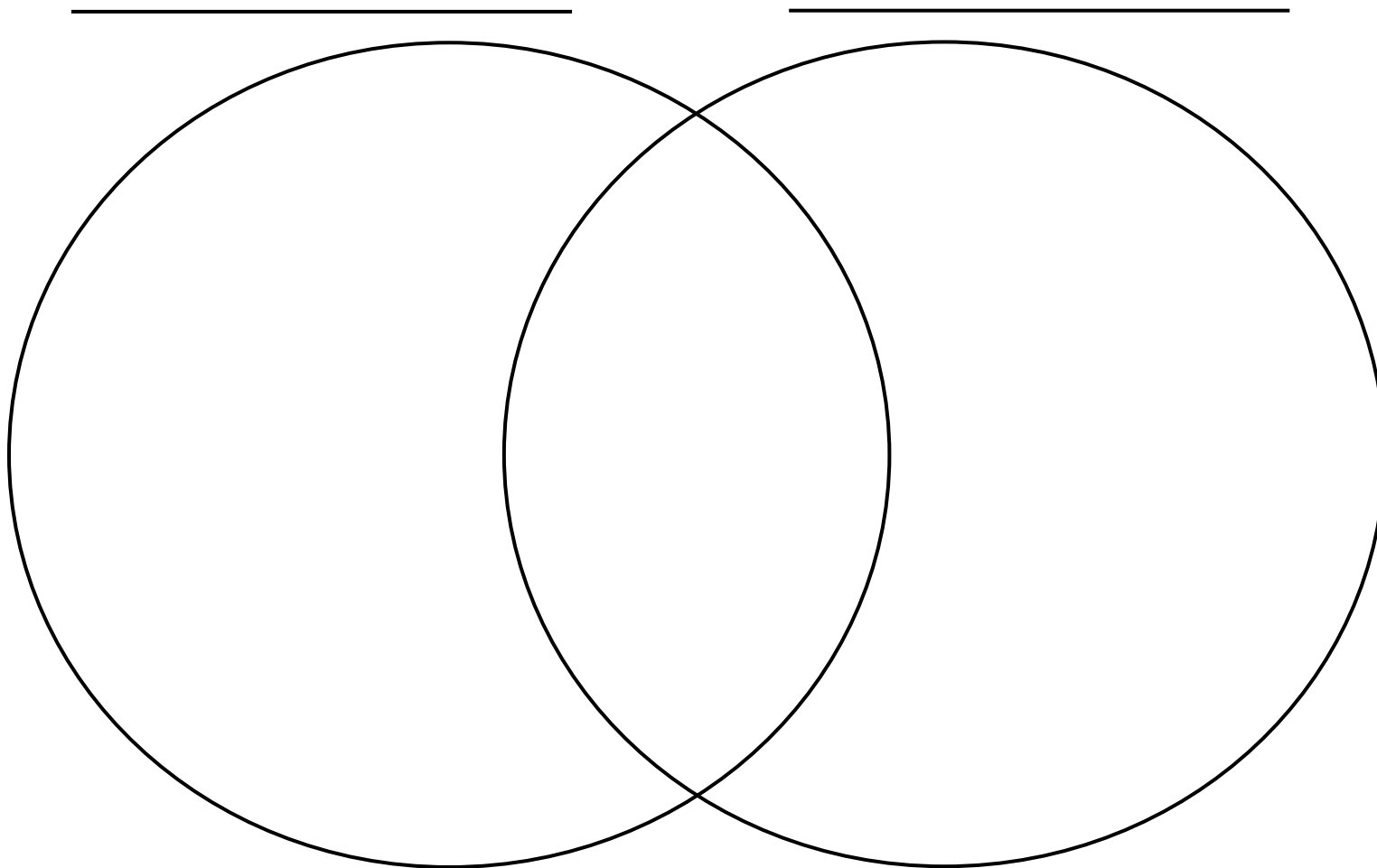


APPENDIX 3B: Non-Diplomatic Phrases

The conference was very boring.	This restaurant is very dirty.
The presenter was late.	My interpreter did a terrible job.
The presenter was too quiet, and we couldn't hear what she said.	Her office is a mess.
That project is over budget.	His report was done very poorly.
Your idea won't work.	That survey team is lazy.
Her PowerPoint is unreadable.	The keynote speaker's topic was irrelevant.
That presentation had a very weak conclusion.	That solution is unacceptable.
This price is too expensive.	That woman is very rude.
My hotel room is awful.	Their offer is too low.
Her Khmer pronunciation is poor.	This negotiation is going very badly.
Her speech was disorganized.	The food selection was very poor.
He is very aggressive.	She speaks too loudly.



APPENDIX 3C: Venn Diagram



APPENDIX 3D: Using Diplomatic English

Communication for Conferences

Using Diplomatic English



U.S. DEPARTMENT OF STATE

ENGLISH
LANGUAGE
PROGRAMS

Business Meeting by shustobayev is licensed under CC BY 3.0

Objectives

Participants will be able to:

1. Articulate the purpose and benefits of using diplomatic language
2. Utilize diplomatic language techniques in professional situations

APPENDIX 3D: Using Diplomatic English

Outline

1. Definition of Diplomatic Language
2. Why Use Diplomatic Language?
3. Six Tips to Make your Language More Diplomatic

1. What is Diplomatic Language?

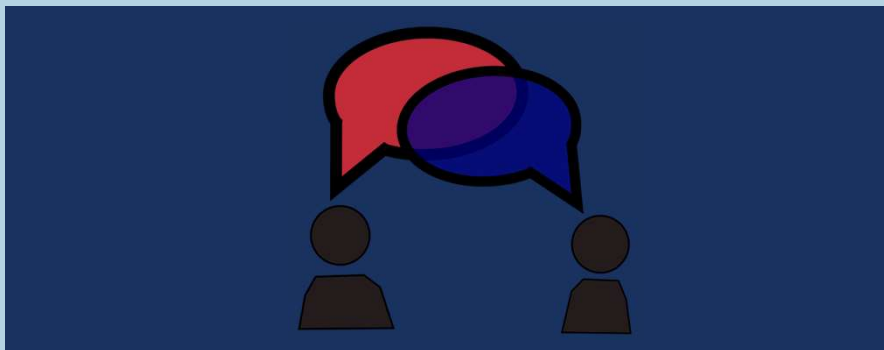


Image Source: <https://pixabay.com/en/conversation-dialogue-interview-1262311/> License: CC Public Domain

APPENDIX 3D: Using Diplomatic English

How would you define “diplomatic”?



Image Credit: <https://pixabay.com/en/dictionary-book-reading-698538/> License: CC Public Domain

Definitions

1. Being polite; using gentle language and behaving in a sensitive manner when dealing with issues that might upset or offend people
2. Using discussion to avoid hard feelings or arguments

APPENDIX 3D: Using Diplomatic English

2. Why Use Diplomatic Language?



Image Source: <https://pixabay.com/en/smiley-emoji-emote-symbol-emoticon-1041796/> License: CC Public Domain

Why use diplomatic language?

Foster good relationships

No or few bad feelings

Lessen bad news or negative judgments



Image HTML Code © Wavebreakmedia Ltd | Dreamstime.com

APPENDIX 3D: Using Diplomatic English

Turn & Talk



Image HTML Code © Martinmark | Dreamstime.com

1. Who needs to use diplomatic language?
2. What does diplomatic language sound like?
3. What are some situations where it would be important to use diplomatic language?
4. Have you ever been in a situation where you have needed to speak diplomatically?

3. Six Tips to Make Your Language More Diplomatic



Image: Csp13810188 from www.canstockphoto.com

APPENDIX 3D: Using Diplomatic English

Tip #1: Avoid using negative adjectives

Instead use not + very + a positive adjective

The conference was <u>unhelpful</u> .	⇒	The conference was <u>not very helpful</u> .
That vendor was <u>rude</u> .	⇒	That vendor was <u>not very polite</u> .
It was <u>difficult</u> to understand his speech.	⇒	It was <u>not very easy</u> to understand his speech.

Now you try it!

**As a class, come up with
three more examples.**



Image Credit: <https://www.pexels.com/photo/conference-meeting-room-chairs-table-28756/> License: CC Public Domain

APPENDIX 3D: Using Diplomatic English

Tip #2: Use Qualifiers

Qualifiers: Words or phrases that minimize the certainty of a statement

I'm going to be <u>late</u> .	⇒	I'm going to be <u>a little</u> late.
She's <u>frustrating</u> to work with.	⇒	She's <u>kind of</u> frustrating to work with.
We had <u>a disagreement</u> .	⇒	We had <u>a bit of a</u> disagreement.

Now you try it!



Image Credit: <https://www.pexels.com/photo/conference-meeting-room-chairs-table-28756/> License: CC Public Domain

APPENDIX 3D: Using Diplomatic English

Tip #3: Use Hedges

Hedges: Words or phrases that lessen the impact of a statement, or express uncertainty

There <u>is</u> a problem with your microphone.	⇒	There <u>seems to be</u> a problem with your microphone.
We <u>shouldn't</u> do that.	⇒	<u>I'm not sure</u> we should do that.
You <u>should</u> rethink your premise.	⇒	<u>I wonder if maybe</u> you should rethink your premise.

Now you try it!



As a class, come up with three more examples.

Image Credit: <https://www.pexels.com/photo/conference-meeting-room-chairs-table-28756/> License: CC Public Domain

APPENDIX 3D: Using Diplomatic English

Tip #4: Invite Agreement

Ask a question that is negatively-phrased

That conference venue <u>is</u> too expensive.	⇒	<u>Isn't that conference venue</u> too expensive?
We <u>should</u> talk to Sokha before making a decision.	⇒	<u>Shouldn't we talk to</u> Sokha before making a decision?
The speaker volume <u>is</u> too loud.	⇒	<u>Isn't the speaker volume</u> too loud?

Now you try it!



Image Credit: <https://www.pexels.com/photo/conference-meeting-room-chairs-table-28756/> License: CC Public Domain

APPENDIX 3D: Using Diplomatic English

Tip #5: Add “I’m afraid”

Make clear that you recognize that your response may be unhelpful

I <u>disagree</u> with your conclusion.	⇒	<u>I’m afraid</u> I disagree with your conclusion.
That time <u>is not</u> convenient.	⇒	<u>I’m afraid</u> that time is not convenient.
I <u>don’t see</u> your point.	⇒	<u>I’m afraid</u> I don’t see your point.

Now you try it!



Image Credit: <https://www.pexels.com/photo/conference-meeting-room-chairs-table-28756/> License: CC Public Domain

APPENDIX 3D: Using Diplomatic English

Tip #6: Use a Continuous Form

Combine the continuous form with a modal to make a suggestion more flexible

<u>We hope</u> you accept our offer.	⇒	<u>We're hoping</u> you <u>would</u> accept our offer.
<u>I think</u> you need to make changes to your presentation.	⇒	<u>I'm thinking</u> you <u>might</u> need to make changes to your presentation.
<u>I hope</u> that you offer me the job.	⇒	<u>I'm hoping</u> that you <u>will</u> offer me the job..

Now you try it!



Image Credit: <https://www.pexels.com/photo/conference-meeting-room-chairs-table-28756/> License: CC Public Domain

APPENDIX 3D: Using Diplomatic English

Identify the Strategy

- A. I'm afraid we're going to need to move on to the next speaker.
- B. The situation isn't very agreeable for us.
- C. We have a bit of a problem.
- D. I was hoping I could ask you some questions.
- E. There may be a possibility that you are focusing on the wrong region.
- F. Shouldn't we stay for the keynote speaker?

Identify the Strategy

- A. I was wondering if you might have come to a decision yet.
- B. That may be a little too complicated.
- C. Wouldn't it be a good idea to come to a decision today?
- D. I'm afraid that the earliest I can meet is next Friday.
- E. I'm not very enthusiastic about this presentation.
- F. There is a bit of a problem with that approach.

APPENDIX 3D: Using Diplomatic English

Final Thoughts

- Use diplomatic speaking to sound more polite accomodating
- Use diplomatic speaking to soften your speech when you need to deliver negative opinions or bad news
- Practice your diplomatic speaking so that you can use it naturally and easily at professional conferences



APPENDIX 4A: Panel Facilitator Roles and Responsibilities

A panel discussion is designed for an audience to listen to a group of experts have a discussion around a specific issue or topic. It is a public exchange of ideas, giving experts the chance to discuss a particular topic in a facilitated conversation with input from the audience. Many times the audience is invited to ask questions. The facilitator plays an important role in guiding the panel discussion and ensuring that it proceeds smoothly.



Koundjoror Gabriel Kambou speaking at UN Panel Discussion on Internet Freedom - by US Mission Geneva, licensed under CC BY 2.0

Before the Panel

1. Prepare questions for the panelists ahead of time that are thoughtful and on-topic. These can be used to begin the discussion, bring it back on-topic, or supplement if the audience doesn't ask questions.
2. Tell the panelists the discussion themes and some sample questions in advance. Also, tell them who else will be on the panel and how it will be facilitated.
3. If possible, introduce the panelists ahead of time.

Starting the Panel

1. Start on time.
2. Respectfully welcome the audience and thank them for coming.
3. Introduce yourself and explain why you are pleased to be facilitating this panel discussion.
4. Briefly introduce the theme and topics for the discussion, and tell the audience why it is an important conversation to have.
5. Thank the panelists for taking the time to participate in the panel. Briefly introduce each panelist with a few sentences.
6. Explain to the audience how the panel discussion will be facilitated (panelists each present for a short time, prepared questions, audience questions, etc.). Make sure to include how audience members will be able to ask questions as well as time constraints.
7. Begin the panel discussion with an opening question or topic.

During the Panel

1. Keep the discussion moving with pre-prepared questions or questions from the audience.
2. Make sure that all of the panelists have the opportunity to speak.
3. Encourage panelists to respond to one another.
4. Keep the discussion on topic.

Ending the Panel

1. Let the audience know when there is one final question.
2. Remind the audience of the themes and topics that started the panel discussion and why they are important.
3. Thank all of the panelists by name.
4. Thank the audience for their time and participation.
5. Conclude the session and direct the audience to the next activity.



APPENDIX 4B: Phrases for Facilitating and Participating in Panel Discussions: Set A

Keeping Panelists on Task

You have an interesting point, but let's hear more about...

Let's see how some of the other panelists feel about that topic, especially as it relates to...

Could I steer us back to the original question? Which was...

I'd like to bring us back to the question asked...

Additional Phrases:

Directing Questions to Panelists

Additional Phrases:

Inviting Questions from the Audience

Additional Phrases:

Dealing with Difficult Audience Members

Additional Phrases:

Contributing to the Discussion as a Panelist

Additional Phrases:



APPENDIX 4C: Phrases for Facilitating and Participating in Panel Discussions: Set B

Keeping Panelists on Task

Additional Phrases:

Directing Questions to Panelists

Who would like to respond to that question?

I'd like to open this question to the panelists, who'd like to address it first?

Would you comment on that please, _____?

_____, I'd really like to hear your thoughts on...

_____, it looks like you have something to say.

We've heard from _____, and now I'd like to hear someone else's response to that.

Additional Phrases:

Inviting Questions from the Audience

Additional Phrases:

Dealing with Difficult Audience Members

Additional Phrases:

Contributing to the Discussion as a Panelist

Additional Phrases:



APPENDIX 4D: Phrases for Facilitating and Participating in Panel Discussions: Set C

Keeping Panelists on Task

Additional Phrases:

Directing Questions to Panelists

Additional Phrases:

Inviting Questions from the Audience

I'd like to open the floor to audience questions.

Does anyone have a follow-up question to that?

Let's take some more questions from the audience.

I think this is a good time for some more questions from the audience?

I'd like to hear what questions the audience has about this topic.

Additional Phrases:

Dealing with Difficult Audience Members

Additional Phrases:

Contributing to the Discussion as a Panelist

Additional Phrases:



APPENDIX 4E: Phrases for Facilitating and Participating in Panel Discussions: Set D

Keeping Panelists on Task

Additional Phrases:

Directing Questions to Panelists

Additional Phrases:

Inviting Questions from the Audience

Additional Phrases:

Dealing with Difficult Audience Members

Could you please repeat your question?

I'm sorry, we need to keep things moving. What is your question?

That's a lot of interesting background information. Let me form a question from what you said...

What you're asking is _____. Is that correct?

It seems like you have a lot of great questions, but we need to let others ask questions as well.

I'm sorry, but for the sake of time, could you please state your question?

Additional Phrases:

Contributing to the Discussion as a Panelist

Additional Phrases:



APPENDIX 4F: Phrases for Facilitating and Participating in Panel Discussions

Set E

Keeping Panelists on Task

Additional Phrases:

Directing Questions to Panelists

Additional Phrases:

Inviting Questions from the Audience

Additional Phrases:

Dealing with Difficult Audience Members

Additional Phrases:

Contributing to the Discussion as a Panelist

I'd like to address/respond to/answer that question.

Let me add something to that...

I have a different perspective, which is...

If I could respond to that...

I have an interesting take on that topic that I'd like to share.

Additional Phrases:



UNIT 7

PRONUNCIATION



Introduction to Pronunciation

This unit consists of six individual lessons on pronunciation. Throughout the lessons, students will gain familiarity with features of American English pronunciation that are common challenges for non-native speakers of English such as voice quality settings, final consonants, consonant clusters, word stress, sentence stress, and thought groups.

Background

The purpose of these pronunciation lessons is not to eliminate students' accents, but rather to help students increase their English intelligibility, which is defined as how much of a speaker's message is successfully processed by the listener. Certain features of the English language which are not present in students' native languages can greatly impact how easily both native and non-native speakers can understand one another. These features can be both segmental (the individual vowels and consonants that make up a language) or suprasegmental (the stress, rhythm, and intonation of a language).



Consonant Cluster - the combination of two or more consonants that can occur at the beginning or end of a syllable

Intelligibility - the extent to which a speaker's message is successfully processed by the listener

Intonation - the rise and fall of pitch over a word, phrase, or thought group

Segmental Features - the consonant and vowel sounds of a language

Sentence Stress - the placement of emphasis on certain syllables within a phrase or thought group

Suprasegmental Features - the rhythm, stress, and intonation of a language

Thought Group - a stretch of discourse that forms a grammatical unit and is followed by a pause and a rise or fall in intonation

Voice Quality Setting - the unique settings of the articulators assumed when speaking a given language

Word Stress - the syllable or syllables in a word uttered with more force; often louder and longer, and/or higher in pitch

Approach

When most people think of pronunciation instruction, they think of a focus on segmental instruction and of drilling sounds over and over. Studies have shown that effective pronunciation instruction includes work in both segmental and suprasegmental areas. The lessons in this unit include some more advanced work with segmentals in the form of final consonant production and **consonant clusters**; however, the majority of the lessons are focused on suprasegmentals and provide students with a heightened awareness of **voice quality settings**, **word stress**, **sentence stress**, and **thought groups**.

While many students will have previously had some level of instruction on English segmentals, instruction on English suprasegmentals tends to be less common. As a result, it can be difficult for teachers to find materials in these areas, and students may be learning about some of the suprasegmental features of English for the first time. In order for students to improve their pronunciation, they first need to become aware of the features of the English language which they may not have previously encountered.

To this end, all of the lessons in this unit begin with an activity that introduces and builds awareness of the targeted language feature. The lesson then segues into activities where students practice producing the feature while also focusing on communicating meaning. In order for any new language skill to be effectively utilized by the students outside of the classroom, it is essential that they are given in-class opportunities for oral production with immediate feedback from their classmates and from the teacher. The production activities included in these lessons are designed to help students to develop the necessary awareness and motor skills needed to improve their English pronunciation.

Throughout these lessons, the **Integrated Content** section of the Notes to Teachers boxes provide suggestions to the teacher on how to tie the lesson content to students' professional areas of interest. Integrating content-specific language into the activities by incorporating vocabulary and materials that are specific to the students' fields of work or study helps to make the lessons relevant to the immediate communication needs of the students. This increases student motivation and helps to foster a more positive learning environment.

Lesson	Objectives
1- Voice Quality Settings	<ul style="list-style-type: none"> • Identify characteristics of voice quality settings for their native language and English • Describe how voice quality settings can impact pronunciation • Demonstrate the use of English voice quality settings during a controlled practice situation • Apply English voice quality settings to spoken English
2- Final Consonants in English	<ul style="list-style-type: none"> • Explain the importance of final consonants in spoken English • Identify the final consonant in both written and spoken words • Accurately produce final consonants at the ends of spoken words
3- Consonant Clusters	<ul style="list-style-type: none"> • Identify consonant clusters at the beginning, middle, and end of words • Utilize two different strategies to practice and produce initial consonant clusters • Practice and produce final consonant clusters • Understand when it is appropriate to reduce final consonant clusters
4- Word Stress	<ul style="list-style-type: none"> • Define word stress in English, and describe the role that it plays in pronunciation • Explain five useful rules for word stress in English and share examples of each rule • Identify the number of syllables in a multi-syllabic word along with the correct placement of the word stress • Correctly incorporate word stress into target vocabulary

Lesson	Objectives
5- Sentence Stress	<ul style="list-style-type: none"> • Develop an awareness of the role that sentence stress and emphasis have in spoken English along with the impact that these features can have on meaning • Identify which words in a sentence or utterance are content words and which are function words, and recognize how to place stress accordingly • Utilize emphasis to portray the meaning of utterances
6- Thought Groups	<ul style="list-style-type: none"> • Define the concept of thought group • Identify thought groups in spoken discourse and insert pauses appropriately when reading • Recognize variations regarding where native speakers pause in their spoken discourse



Lesson 1: Voice Quality Settings



- Identify characteristics of voice quality settings for their native language and English
- Describe how voice quality settings can impact pronunciation
- Demonstrate the use of English voice quality settings during a controlled practice situation
- Apply English voice quality settings to spoken English



Single Copy or Reference:

- List of 8-12 vocabulary words, phrases, or sentences
- **Q & A About Voice Quality Settings** handout
- **Read My Lips: Sample Vocabulary** handout

Props, Technology, or Other Resources:

- Class set of handheld mirrors (or phones with video so students can record and view themselves)
- Sets of the vocabulary words, phrases, or sentences cut into strips (one set for each small group)

Lesson Plan

 1 hour

Warm-Up: Class Survey



Students answer opinion questions about their attitudes toward pronunciation and share their responses.



None



10 minutes

Activity 1: What Are Voice Quality Settings?



As a class, students watch a video of a native English speaker and identify characteristics of English voice quality settings.



Q & A About Voice Quality Settings handout

<http://www.youtube.com/watch?v=8B7giV6saiE>



10 minutes

Activity 2: First Language Voice Quality Settings vs. English



Students watch a partner or themselves speak their native language; they identify its voice quality characteristics and how they differ from English.



Class set of handheld mirrors (optional)



5 minutes

Activity 3: Read My Lips: Controlled Practice



Students practice English voice quality settings using a list of vocabulary words, sentences, or questions, and then break into partners to do lip reading.



Read My Lips: Sample Vocabulary handout or list of vocabulary



15 minutes

Activity 4: Say It Again!



Students use vocabulary from Activity 3 to put together sentences and questions.



List of vocabulary from Activity 3 cut into strips



15 minutes

Wrap-Up: What Did You Learn?



Students talk about how they can use what they learned today to inform their own pronunciation.



None



5 minutes

Warm-Up: **Class Survey**

STEP
1

The teacher asks the students to stand up if their answer for the following questions is “yes.” After each question, the teacher asks the students who answered “yes,” why they believe that this is true.



None



10 minutes



“Do you think that English pronunciation is easy?”

“Do you think that English pronunciation is difficult?”

“Do you think that it is easy to understand native English speakers?”

“Do you think that it is difficult to understand native English speakers?”

“Do you think that it is important to learn English pronunciation?”

“Do you think that it isn't important to learn English pronunciation?”

Activity 1: What Are Voice Quality Settings?

STEP 1

The teacher shows the class the video of a woman speaking with the sound off. After about a minute, the teacher stops the video and asks the class what language they think that she was speaking. When students guess a language, the teacher asks them how they arrived at that opinion.



Q & A About Voice Quality Settings

handout

<http://www.youtube.com/watch?v=8B7giV-6saiE>



10 minutes

STEP 2

The teacher reveals to the students that the woman was speaking English. The teacher shows the video again, with the sound off. After a minute, the teacher stops the video and asks the students to list their evidence for why she is speaking English (open mouth, lip movement, visible tongue, etc.), and writes their answers on the board. The teacher asks the class if this is typical for other native English speakers that they have observed, either in real life or in the media.

STEP 3

The teacher explains that what the students just observed and analyzed was an example of American English voice quality settings. The teacher tells the students that today they will learn what voice quality settings are and how voice quality settings can impact pronunciation.



NOTE TO TEACHERS

Voice quality settings are sometimes referred to as voice settings or articulatory settings. While there has not been a large amount of research on this topic to date, it is hypothesized that focusing on voice quality settings may help teachers to avoid drilling the same sounds over and over. It has also been proposed that if students are introduced to the main voice quality settings of English, their production of English sounds may improve more naturally. This poses the idea that teaching voice quality settings for the new language from the very beginning of instruction may not only increase intelligibility from the start but could also help maintain students' intelligibility as their fluency increases.

Example: Many NNSs of English hold their jaws in a loosely closed position, maintaining minimal jaw movement, which is significantly different from the open jaw that is a distinctive characteristic of American English speech.

Additionally, asking students to focus on and imitate the lip, tongue, and jaw movements of English speakers can be a valuable tool when teaching them how to form specific sounds in English, such as /r/, /l/, /v/, /ð/ and /θ/ (the voiced and voiceless "th" sounds).

Activity 2: First Language Voice Quality Settings vs. English

STEP 1

Referring to the **Q & A About Voice Quality Settings** handout (see **Appendix 1A**), the teacher describes what voice quality settings are and how they can impact pronunciation to the class:

- *Definition: The movements of the throat, vocal cords, mouth, jaw, lips, and tongue that occur when a language is spoken by native speakers.*
- *Important areas of voice quality settings include muscle tension, rounded or spread lips, the position of the tongue, open or closed jaw, etc.*
- *Voice quality settings affect how a language sounds since different settings produce different audible characteristics.*
- *When someone begins to speak a new language, it is natural to apply voice quality settings from his/her first language.*
- *When the voice quality settings between the two languages are different, it can affect pronunciation in the new language.*
- *Awareness of and control of voice quality settings in the new language can impact pronunciation.*

STEP 2

The teacher passes out the mirrors and has the students look at the mirrors and watch their mouth and jaw movements while speaking their native languages. If there are no mirrors, the teacher can pair the students up and ask them to have a conversation in their native language with their partner. Students should observe their partner's mouth and jaw movements.

STEP 3

The teacher asks the class what they observed the voice quality settings to be for their native language and lists them out on the board as the students share. The teacher then asks the class to compare the voice quality settings of an American native English speaker with the voice quality settings in their language by asking them the following questions:



Q & A About Voice Quality Settings

handout

Class set of handheld mirrors (if there are no mirrors available, the students can work in partners and observe each other, or use mobile phones that have cameras)



5 minutes



"What is different between the voice quality settings of the two languages?"

"How could using your native language voice quality settings affect your English pronunciation?"

"How would using English voice quality settings impact the pronunciation of someone trying to learn your native language?"



NOTE TO TEACHERS

It is important to emphasize to the students that every language has its own set of voice quality settings and that no voice quality setting is superior to another. However, certain voice quality settings are typically associated with certain languages; thus a student's native voice quality setting may be different from that of English. Helping students to be aware of voice quality settings can make it easier for them to produce the sounds and the intonation of the target language. Also, while students will have different baselines of mouth movements (some students have smaller mouths or might struggle to drop their jaws), increasing the movement will generally result in improved intelligibility.

Activity 3: Read My Lips: Controlled Practice

STEP 1

The teacher gives the class a list of vocabulary to use for practice. This can range from individual letters, to words, to full sentences or questions, depending on the level of the class (see **Read My Lips: Sample Vocabulary** in **Appendix 1B** for handout including vocabulary for various levels of proficiency).

STEP 2

Each student should have a mirror if available. The teacher demonstrates how to say each item on the vocabulary list, emphasizing the movements of the lips, tongue, and jaw. The students watch the teacher, then observe their own mouths in the mirrors as they repeat the words. If a set of mirrors is not available, the students can work in partners to observe each other and give each other feedback on what they see.



Read My Lips: Sample Vocabulary handout or a list of vocabulary words or phrases as handouts or written on the board

Class set of handheld mirrors (if there are no mirrors available, the students can work in partners and observe each other)



15 minutes

STEP
3

After the teacher has gone through all of the vocabulary, students are asked to observe the teacher mouth items from the vocabulary list in a random order. The students read the teacher's lips and call out which word they see being formed.

STEP
4

The students practice mouthing the words from their list to themselves, continuing to observe their mouths in their mirrors.

STEP
5

The teacher puts the students in pairs. One student mouths words from the list in random order, while their partner observes their mouth and calls out the word that they think their partner mouthed. When the first student is finished, they switch roles.



NOTE TO TEACHERS

Integrating Content: *In order to have the greatest impact on the students, the words, phrases, sentences, or questions in the vocabulary list used for this activity should be drawn from the students' area of study. The teacher can generate the list ahead of time using content materials such as textbooks, articles, or online glossaries. An example word list for students working in the field of Energy Security could include vocabulary items such as: **sustainable, biomass, microgeneration, renewable, hydropower, energy surplus, energy poverty**, etc.*

Activity 4: Say It Again!

STEP
1

The teacher divides the class into small groups and gives each group a set of the words, phrases, sentences, or questions that have been cut into strips. The groups put the strips face down on the table in the middle where all students in the group can reach them.

STEP
2

A student from each group draws a strip of paper, and then reads what is written on it, paying close attention to pronunciation and to the movements needed to produce the word/s. The rest of the group is responsible for listening, watching the mouth movements, and giving immediate feedback to the speaker.



The vocabulary words, phrases, sentences or questions from Activity 3 cut into strips; there should be one set for each group



15 minutes

Option: As an extension for intermediate or advanced classes, if the class is practicing words or phrases, the teacher can put students into small groups and ask them to contextualize the words or phrases in a sentence. For example, if a student draws the word *fish*, he/she could say “I ate fish yesterday” or “My brother caught a big fish.” If the class is practicing full sentences, the student should read the sentence, and then ask a follow-up question to someone in the group. For example, if the student draws the sentence “She leaves for work at 7:30 in the morning,” he/she could follow it with, “What time do you leave for work?” If the class is practicing questions, the student should read the question to someone in the group and that student should answer the question that he/she has just heard.

STEP
3

Everyone in the group takes turns drawing slips of paper and reading them. If a group finishes early, have them put the slips back down on the table, mix them up, and begin again. The teacher should circulate, reminding students to remember to pay attention to their English voice quality settings during this activity.

Wrap-Up: **Wrap-Up: What Did You Learn?**

STEP
1

The teacher asks the students how they would define voice quality settings to their friends and family and has them briefly share their answers with a partner. The teacher then asks the students to describe ways that they can use voice quality settings to inform their own English pronunciation and has them share ideas for ways to practice voice quality settings outside of the class.



None



5 minutes



Lesson 2: Final Consonants in English



- Explain the importance of final consonants in spoken English
- Identify the final consonant in both written and spoken words
- Accurately produce final consonants at the ends of spoken words



Student Copies:

- ***Final Consonant Partner Practice*** worksheets

Single Copy or Reference:

- None

Props, Technology, or Other Resources:

- Two flyswatters



Warm-Up: Minimal Pair Listening Activity



Students listen as the teacher reads 10 pairs of words; they decide if the words in each pair are the same or different.



Blank sheet of paper (one each per student)



5 minutes

Activity 1: The Importance of Final Consonants in English



Through a teacher presentation, students learn about the importance of final consonants in English and how final consonant deletion can negatively impact their English pronunciation.



None



10 minutes

Activity 2: Word Chain



Students practice noticing and enunciating final consonants while they work together to create a chain of words where the final consonant sound of the word matches the initial consonant sound of the following word.



None



10 minutes

Activity 3: Point to the Sound



In pairs, students practice enunciating and listening for final consonants while giving immediate feedback to their partners.



Final Consonant Partner Practice worksheet



15 minutes

Wrap-Up: Flyswatter Game



Teacher writes typical consonants that come at the end of English words on the board; two students at a time compete to slap the final consonant sound on the words that they hear.



Two flyswatters (Students can use their hands if there are no flyswatters available.)



5 minutes

Warm-Up: **Small Group Review**

STEP 1

The teacher asks the students to each take out a blank sheet of paper and number it 1-10. Students are told that they will hear 10 pairs of words. For each pair they hear, they should write "same" or "different," depending on whether the two words they hear are identical or whether they are different. As an example the teacher asks:



Blank sheet of paper (one each per student)



5 minutes



"If I say **lie** – **light** are the words the same or different?"

Expected answer: different



"What about **soul** – **soul**?"

Expected answer: same

STEP 2

Next, the teacher dictates the sets of words below; students write "same" or "different" next to each item:

1	bow	bowl
2	car	car
3	share	shared
4	team	teams
5	grin	grin
6	gray	grape
7	shore	shorn
8	grab	grab
9	bow	bone
10	my	might

When students have finished writing, the teacher goes over the answers with the students (#s 1, 3, 4, 6, 7, 9, and 10 are different; #s 2, 5, and 8 are the same). If students have difficulty, the teacher can write the word pairs on the board and review their pronunciations.

STEP 3

To generate a discussion, the teacher asks students the following questions:

"Was the listening activity difficult? Why/why not?"

"What made the pairs of words the same or different?"

"Are final consonants in English easy or difficult to hear? To pronounce?"

"Why might final consonants in English be important?"

STEP 4

The teacher explains that the goal of this lesson is to reinforce the importance of hearing and pronouncing final consonants in English.

Activity 1: The Importance of Final Consonants in English

STEP 1

The teacher asks the students to describe what the difference is between the following word pairs as he/she reads them aloud: **bowl – bold**, **leaf – leave**, **team – teams**, **help – helped**. The students should identify the final consonant sounds. The teacher explains to the students the importance of final consonant sounds in English:



None



10 minutes

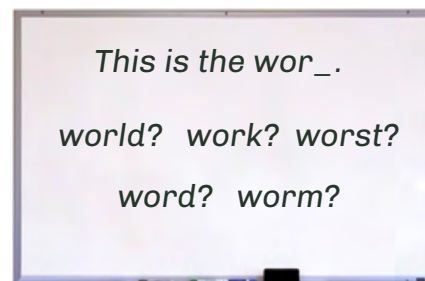
"Final consonant sounds are essential in English because they carry both lexical and grammatical meaning. For example, the final /d/ in **bold** differentiates it from the word **bowl**, which has a different lexical meaning. Likewise, the final /t/ sound in **helped** changes the verb to the past."

bowl - bold
help - helped

"Most words in English end in a consonant sound. This is different from many other languages in the world, in which syllables end in vowel sounds. The majority of English words that end with a vowel sound are high frequency words such as **to** or **you** or end in **-ly** or **-y**."



"If final consonant sounds are left off or mispronounced, it can be very difficult for native English speakers to understand the word. For example, if a native speaker hears 'This is the wor__,' it is unclear what wor__ could be. It could be **world**, **word**, **work**, **worm**, or **worse**."



STEP 2

The teacher writes the following sentences on the board, and the class reads them together. At the end of each sentence, the students identify and repeat the two words that are differentiated by the final consonant sound.



"I'm going to **wait** and see how much I **weigh**."

"She usually wears a **scarf** to hide her **scar**."

"Why do you **choose** to **chew** tobacco?"

"Producing **cheap** medicine is our **chief** concern."

Activity 2: Word Chain

STEP 1

The teacher informs the class that they are going to make a word chain, where the consonant sound at the end of each word determines the initial sound of the following word. The teacher writes the word **plate**

on the board, asks the class to identify the final consonant sound, and then underlines the **t**. Next, the teacher asks the class to suggest a word that starts with the t sound and writes it on the board following the first word. They then repeat the process, creating a chain of words. When the list is 8-10 words long, the teacher has the class read the list aloud together, focusing on the final consonant sounds.

Example:

"plate" - "title" - "license" - "sixteen" - "never" - "rush" - "should" - "drive" - "vehicle" - "lunch" - "children"

STEP 2

The teacher groups the students into pairs. Each pair takes out one piece of paper, which they pass back and forth. The teacher gives the class a word to start, and then the partners take turns adding words to the word chain for several minutes. Once the time is up, the partners practice reading their lists aloud to each other. The teacher can then ask for volunteers to read their lists aloud to the class.



None



10 minutes

Option: This activity can also be used as a class speaking game. The students can line up or stand in a circle, with each student adding a word to the chain based on the word that the preceding student said. Students will need to emphasize the last sound of the word so that the next person can add onto it.



NOTE TO TEACHERS

The teacher should explain that the focus of this activity is on the sound, NOT the spelling. So in the case of the example **plate**, the following word must be a word that starts with the phoneme /t/, such as **traffic**, or **table**, and not a word that starts with the /θ/ phoneme, such as **thought** or **thermal**. For example, if a student writes the word **splash**, the sound at the end of the word is /ʃ/, so the following word must begin with the same sound, such as **shower** or **shake**. If a word such as **apply** is written, the following word must begin with the /ay/ sound, such as **ice** or **ivory**. Also, the silent –e is ignored since it does not have its own sound.

Activity 3: Point to the Sound

STEP 1

The teacher passes out the **Final Consonant Partner Practice** worksheets to the partners (see **Appendix 2A, 2B, 2C and 2D**). One partner gets a copy of the Student A worksheet to read, and the other gets a copy of the Student B worksheet to read. The students can generate their own words to write on the bottom half of the worksheet, or the teacher can provide a list of words on the board for the students to copy in random order on their worksheets.

STEP 2

Both students fold their papers in half. Student A holds the paper so that his/her partner can't see the word list on the bottom half of the sheet; student B sets his/her paper on the table so that the top half of the paper with the sound grid is facing upwards.



Final Consonant Partner Practice worksheet



15 minutes

l	s	d
t	r	sh
b	f	ch
v	th	p

Student A

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

STEP 3

Student A reads his/her word list aloud, one word at a time. Student B listens and points to the final consonant that he/she hears for each word. When Student A finishes reading, he/she sets the grid face-up on the table, then listen to the point while Student B reads his/her word list aloud. If pairs of students finish early, they can swap their word lists and start the activity over again.

l	s	d
t		sh
b	f	ch
v	th	p

Student A

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



NOTE TO TEACHERS

Integrating Content:

Option 1: The students look through their content textbooks, a content-related article, or class reading to generate a list of words that end in the sounds on the top of the worksheet.

Option 2: The teacher has the class brainstorm a list of words they encounter in their career or studies that end with the corresponding sounds. The teacher writes the words on the board, and the students copy the words down in a random order on their worksheet.

Option 3: The teacher provides the students with a list of words from their content area of study. For example, for students who are working in the area of Agriculture and Food security, a list of words might include: **diverse, growth, nutritious, integrated, waste, sustainable, subsidies**, etc. Words can be found by searching for online glossaries or articles such as this example of a glossary on sustainable agriculture, food security and nutrition, found at:

http://www.biovision.ch/fileadmin/pdf/sdgs/Glossary_AgriFSNutrition_BV-MI_16062014.pdf

Wrap-Up: **Flyswatter Game**

STEP 1

The teacher writes the final consonant sounds that the students identified in Activity 3, Point to the Sound, on the board. The sounds should be spread apart so that they cover the whole board. The teacher calls on two students to come up to the front of the room. Each student is given a flyswatter. Using a word list (the teacher can generate his/her own word list or use the words in the Appendix), the teacher says a word aloud. The two students compete to be the first to identify the final consonant sound and to hit the sound on the board with the flyswatter. After the first two students are finished, they can each select a new student to come up to the board; a new word is read and the competition continues.

Option: Instead of the teacher reading the words, the teacher can ask students from the class to take turns standing up and reading words off of their lists.



Two flyswatters (Students can use their hands to hit the board if flyswatters are not available.)



5 minutes



Lesson 3: Consonant Clusters



- Identify consonant clusters at the beginning, middle, and end of words
- Utilize two different strategies to practice and produce initial consonant clusters
- Practice and produce final consonant clusters
- Understand when it is appropriate to reduce final consonant clusters



Student Copies:

- **Initial Consonant Clusters** worksheet
- Short story, article, or textbook excerpt

Single Copy or Reference:

- List of English consonant clusters: <http://usefulelenglish.ru/phonetics/practice-consonant-clusters>

Props, Technology, or Other Resources:

- None

Lesson Plan



1 hour 10 minutes

Warm-Up: Spelling Patterns



Students look at words that begin with consonant clusters to identify what they have in common, and then brainstorm words with as many different initial, medial, and final consonant clusters as they can.



None



10 minutes

Activity 1: Pronouncing Initial Consonant Clusters



Students learn how to build words backwards and enunciate second consonants in words to distinguish similar sounding words.



Initial Consonant Clusters worksheet



15 minutes

Activity 2: Rules for Reducing Final Consonant Clusters



Students learn four rules for reducing hard to pronounce consonant clusters at the ends of words and work in groups to produce an example sentence for each rule.



None



15 minutes

Activity 3: Consonant Clusters in Context



Students read and underline initial, medial, and final consonant clusters in a short passage, and then develop and answer questions about the reading.



A short article or story



20 minutes

Wrap-Up: Rate the Helpfulness



Students review the rules from Activity 2, and then rate the rules based on how personally helpful they find them to be.



Notes from Activity 2

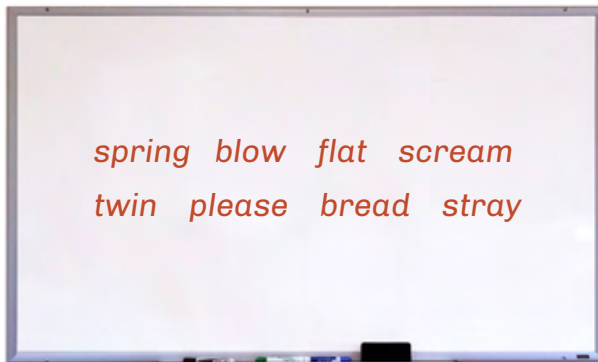


10 minutes

Warm-Up: **Spelling Patterns**

STEP 1

The teacher puts the class into small groups and tells the students that they are going to practice looking for spelling patterns. The teacher writes the following words on the board:



In their small groups, the students analyze the words to identify what all of the words have in common. After a couple of minutes, the teacher calls on several groups to explain their answers.

STEP 2

The teacher explains that the words begin with two or more consonants:



"The combination of two or more consonants is called a consonant cluster. Consonant clusters occur frequently in English, and can be located at the beginning, middle, or end of English words."

STEP 3

The teacher leads a short brainstorming session where the class generates as many words as possible that include different consonant clusters. The teacher writes all of the words on the board, underlining the consonant clusters. Example: world, plural, bleed, fact, self, branch, strict, lamps, destroy, etc.)



Optional: Reference list of consonant clusters:
<http://usefulelenglish.ru/phonetics/practice-consonant-clusters>



10 minutes

Activity 1: Pronouncing Initial Consonant Clusters

STEP 1



The teacher explains:

"If you have difficulties pronouncing consonant cluster at the beginnings of words, there are several strategies you can use to improve. The first strategy is building words backwards."



Initial Consonant Clusters Worksheet



15 minutes

The teacher leads the class in reading Activity 1: Word Building on the **Initial Consonant Clusters** worksheet (see **Appendix 3A**). The activity must be read across the row.

STEP 2

After reading as a class, the teacher puts the students into pairs, and they read the words together. Then, each student reads the words aloud to his/her partner while the partner listens and gives feedback.

STEP 3



The teacher explains:

"Another strategy that can be helpful with pronouncing word-initial consonant clusters is to strongly enunciate the second consonant in the cluster so that the word is clearly distinct from other words with similar pronunciations."

The teacher has the students practice saying the sounds /r/ and /l/ and asks the class to notice the differences in the tongue placement. When the two sounds are produced (/r/ is produced with the tip of the tongue curled back and nearly touching the top of the mouth in the hard palate region; /l/ is produced with the tip of the tongue touching the alveolar ridge directly behind the teeth). The teacher tells the class that these are two sounds that can get easily confused in consonant clusters.

STEP 4

The teacher then leads the class in reading Activity 2: Second Consonant Enunciation on the **Initial Consonant Clusters** worksheet (see **Appendix 3A**), reminding the students to clearly enunciate the second consonant of /r/ and /l/ in the word-initial consonant clusters.

STEP 5

After reading as a class, the students turn to their partner and read the words aloud together. Then, the students take turns reading one word of each pair to their partner. Their partner tells them if they heard the sound /r/ or /l/.

Activity 2: Rules for Reducing Final Consonant Clusters

STEP 1

The teacher tells the students that while all of the consonants in final consonant clusters generally need to be said, there are cases when it is acceptable to remove the middle consonant in a cluster of three or more consonants. This occurs in words where it is difficult for even native speakers to pronounce all of the consonants in the cluster. The teacher tells the students that there are four rules for when it is appropriate to remove a consonant from the middle of a cluster.



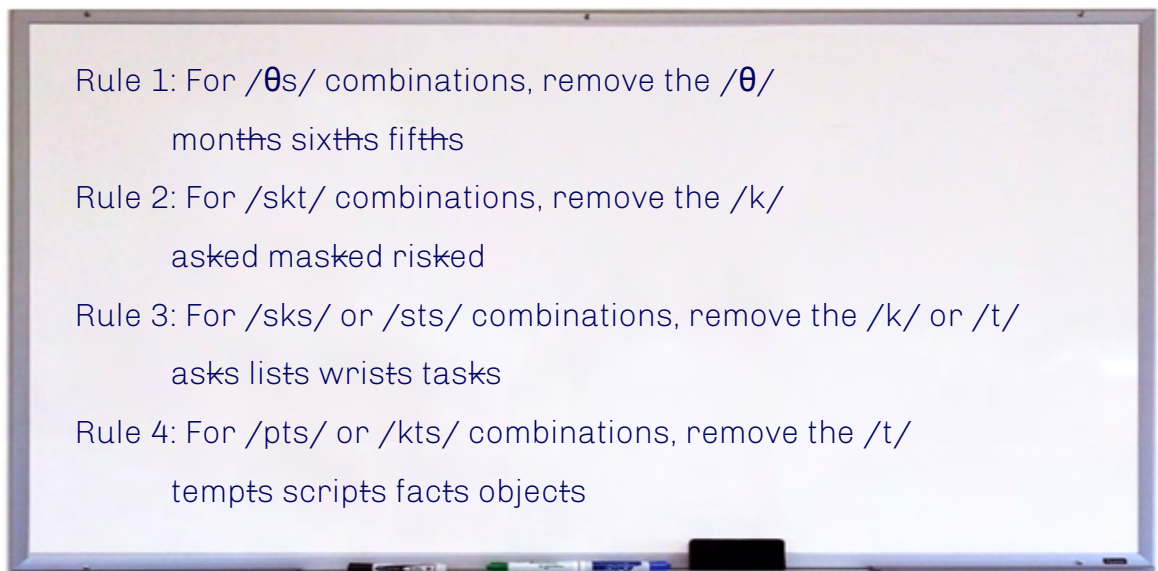
None



20 minutes

STEP 2

The teacher writes the following rules on the board. After each rule, the teacher shares the provided examples and the class reads them aloud together. The teacher then asks the class if they can provide any more examples to add to the list.



The teacher should emphasize to students that for all four of the above rules, it is never the final consonant that gets deleted as this consonant carries grammatical meaning (i.e., as a plural or past tense marker).

STEP 3

The teacher divides the class into small groups, and asks each group to write a sentence that demonstrates each of the final consonant cluster reduction rules. For example a group might write:

Rule 1: *I've worked at my job for six months.*

Rule 2: *We risked a lot with the new project.*

Rule 3: *For her position, she has to make many lists of supplies.*

Rule 4: *It's important to hear all of the facts before making a decision.*

STEP
4

The groups exchange papers with a different group and practice reading the example sentences aloud. If there is time, the teacher can call on several groups to take turns reading the example sentences for the whole class.

Activity 3: Consonant Clusters in Context

STEP
1

The teacher provides the students with a short article or story to read. The students go through the reading, underlining or highlighting all of the initial, medial, and final consonant clusters that they encounter in the text.



Student copies of a short article, story, or textbook excerpt



20 minutes

STEP
2

The students read the words containing consonant clusters, applying the pronunciation and reduction strategies that they learned in the prior two activities as needed. Students then read the entire text aloud to themselves, paying particular attention to their pronunciation of the highlighted consonant clusters.

STEP
3

The students read the text aloud to a partner. The listening partner follows along, and tells the student who is reading if there are any issues with the pronunciation of the consonant clusters.

STEP
4

In partners, the students develop 3-5 questions based on the reading that include words from the text containing consonant clusters. Depending on the abilities of the students, the questions can be simple comprehension questions or questions can be asking for opinions or reactions.

STEP
5

Once the questions are written, the partners swap questions with another pair, and discuss the answers to the new questions with their partner, paying careful attention to their production of the consonant clusters in both the questions and their answers.



NOTE TO TEACHERS

Integrating Content: The teacher should select a short article, story, or excerpt (1-2 paragraphs long) that is related to the students' fields of work or study. Examples of articles related to the topics of Agriculture and Food Security, Connectivity, Environment, Education, Energy Security, and Health can be found at <http://lowermekong.org>

Wrap-Up: **Rate the Helpfulness**

STEP 1

With a partner, the students review the four rules they learned about final consonant cluster reduction during the lesson. The students then work individually to rate the rules according to their helpfulness. The rule that each student personally finds to be the most helpful, and that the student thinks he/she will use the most, is rated as most helpful. The rule that the student finds to be the second most helpful is rated as 2nd most helpful, with numbers 3 and 4 following as 3rd and 4th most helpful, respectively. The teacher reminds the students that there is no right or wrong answers for this activity, and that the rating is based on the student's own personal opinions.

STEP 2

The students turn to their partner and explain the order they rated the final consonant cluster reduction rules. The students must be able to justify their answers and explain why they rated the rule in that order.

Example: *I rated rule #2 as the most helpful because I have always struggled with past tense pronunciation.*



None



10 minutes



Lesson 4: Word Stress



- Define word stress in English, and describe the role that it plays in pronunciation
- Explain five useful rules for word stress in English and share examples of each rule
- Identify the number of syllables in a multi-syllabic word along with the correct placement of the word stress
- Correctly incorporate word stress into target vocabulary



Student Copies:

- **Rules of Word Stress in English** worksheet
- **Word Stress Chart** worksheet

Single Copy or Reference:

- List of multisyllabic vocabulary for teacher

Props, Technology, or Other Resources:

- Markers for students to count syllables (post-it notes, dried beans, coins, etc.)
- Sets of cards with vocabulary words written on one side (one set for each small group of students)
- YouTube video:
<http://www.youtube.com/watch?v=tFnkt7or3Ms&feature=c4-overview-vl&list=PL8B4DA411305C322A>

Lesson Plan



1 hour

Warm-Up: Why Word Stress?



The teacher introduces the class to the concept of word stress in English and explains why it is an important part of English pronunciation.



YouTube video

<https://www.youtube.com/watch?v=tFnkt7or3Ms&feature=c4-overview-vl&list=PL8B4DA411305C322A>



10 minutes

Activity 1: Show Me the Stress!



Students practice counting the number of syllables in words and listening for the placement of the word stress; then they demonstrate their understanding using markers.



4-5 markers for each student (post-it notes, dried beans, coins, colored pieces of paper, etc.)

List of multisyllabic vocabulary for understanding using markers



15 minutes

Activity 2: Chart the Stress



Students learn some basic rules for the placement of word stress and place sample words appropriately on a word stress chart.



Rules of Word Stress in English worksheet

Stress Chart worksheet

List of multisyllabic vocabulary for the teacher



20 minutes

Activity 3: Choose a Word, Say a Sentence



Students practice using word stress correctly when incorporating words into full sentences.



Sets of cards with practice words written on them (1 set per group)



10 minutes

Wrap-Up: How Can This Help?



Students discuss what they learned about word stress and how they can apply it to their English speaking outside of the classroom.



None



5 minutes



NOTE TO TEACHERS

Integrating Content: *If teachers are unable to fit all of these activities into a single class, they can do the first part of the lesson on the first day (Warm-Up, Activity 1, Activity 2), and finish up with Activity 3 and the Wrap-Up the following class period. Additionally, once the concept of word stress has been introduced to students, teachers can use any of the activities together or independently during following lessons to give their students further practice and exposure to word stress in English.*

Warm-Up: Why Word Stress?

STEP
1

The teacher writes two words with the same number of syllables on the board which have different word stress patterns. Example: **record** (the noun-stress on the first syllable) and **record** (the verb-stress on the second syllable). The teacher reads the two words aloud to the class, emphasizing the stressed syllable. The teacher then asks the class what the difference is between the two words and elicits answers from the students. Once the class understands that the words are different because of the emphasis (word stress), the teacher can draw dots or circles above the words to show how they should sound.

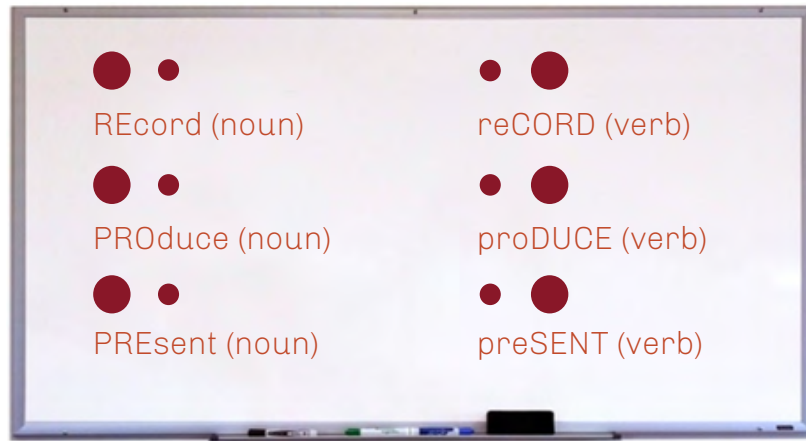


YouTube video

<https://www.youtube.com/watch?v=tFnkt7or3Ms&feature=c4-overview-vl&list=PL8B4DA411305C322A>



10 minutes



STEP 2



The teacher explains that in this lesson everyone will learn about word stress and receive a basic overview of what word stress is:

"In English, not all of the syllables in multi-syllabic words sound the same. Any word that is two syllables or longer will have one syllable that is pronounced more strongly than the others. This is due to word stress. Stressed syllables are generally longer, louder, and higher in pitch than the other syllables. English has more strongly stressed syllables than many other languages. Native English speakers listen for word stress in multi-syllabic words. If it's not there, they can have a hard time understanding the word, even if the individual vowels and consonants are pronounced perfectly."

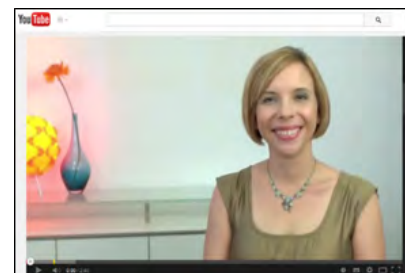


NOTE TO TEACHERS

If students do not understand what syllables are, the teacher will need to do some basic instruction. The teacher can explain that syllables represent beats in a word. A good way to do this is to say a word with multiple syllables that the class is familiar with (example: ed-u-cate) and have the students repeat and clap out the number of syllables. Alternatively, the teacher can have the students count out the number of syllables and tap their fingers on their forearm, and then hold up the number of fingers corresponding to the syllable count. If, for example, the teacher says **ed-u-cate**, students would tap their forearm three times, adding a finger for each syllable, then hold up three fingers.

STEP 3

Option: Show the video **What Is Word Stress?**
<http://www.youtube.com/watch?v=tFnkt7or3Ms&feature=c4-overview-vl&list=PL8B4DA411305C322A>



Activity 1: Show Me The Stress!

STEP 1

The teacher hands out syllable counters to each student and reads a word off of the word list. Students count out the number of markers corresponding to the number of syllables in the word, and line them up in a row on their desks.

STEP 2

The teacher repeats the word, emphasizing the stressed syllable. The students will move up the marker that corresponds with the stressed syllable. For example, if the word is **profession** (pro-FE-ssion), the students' markers would look like this:



The teacher checks around the room, making sure that everyone has counted out the correct number of syllables and has accurately indicated the stress.

STEP 3

The students repeat the word, tapping their fingers on the markers as they say the syllables. Then the teacher moves on to the next word, repeating the steps.



4-5 post-it notes for each student (or other items that the students can use to count out syllables, such as dried beans, coins, or cut-up pieces of colored paper)

List of multisyllabic vocabulary for teacher



15 minutes

Activity 2: Chart the Stress

STEP 1

Jigsaw: The teacher divides the class into five groups and hands out the **Rules of Word Stress in English** worksheet (see **Appendix 4A**). The teacher then assigns one of the five rules on the worksheet to each group, giving the groups several minutes to read through and discuss their rule and come up with additional examples of words that follow that word stress pattern. The teacher should circulate through the groups to make sure that every group understands the rules; the teacher should also check the example words.



Rules of Word Stress in English worksheet

Word Stress Chart worksheet

Word list for the teacher



20 minutes

STEP
2

The teacher asks students in each of the original groups to number off (1-2-3-4-5). He/she directs all the 1s, all the 2s, etc. to form new groups. When the new groups are assembled, there should be at least one student representing each rule in every group. Starting with the student that has rule number 1, each student takes a turn explaining their group's rule to their new group and sharing their examples. At the end of the jigsaw activity, everyone in each group will have learned all 5 rules, and have examples for each one.

STEP
3

The teacher writes a list of multi-syllabic words on the board, and hands out the **Word Stress Chart** (see **Appendix 4B**). The students will write down each word in the corresponding box on the chart. When everyone is finished, the teacher checks the answers by reading the words aloud to the whole class.

Activity 3: Choose a Word, Say a Sentence

STEP
1

The teacher divides the class into small groups and gives each group a set of word cards, face-down in a pile in the middle of the group. Ideally, the words should be the same as the words used in Activity 2.

STEP
2

The students take turns drawing words. When it is their turn, they will say the word aloud, emphasizing the correct word stress for each word. After saying the word, the student will then need to use the word in a sentence. The other students in the group can offer feedback on their placement of word stress.



Sets of cards with multi-syllabic words written on one side



45 minutes



NOTE TO TEACHERS

*For these pronunciation activities, it is best to use vocabulary that the class is currently working on, rather than adding brand-new words. This way, the students will be able to concentrate on the pronunciation, rather than the meaning of brand new words. Using vocabulary from the current unit will also serve to strengthen the students' recall of the key words. See **Integrating Content** section on the next page for suggestions on how to generate word content-specific word lists.*

Wrap-Up: How Can This Help?

STEP 1

The teacher leads the class in a short discussion, asking the students what they have learned in the lesson and how they can apply this knowledge when they are learning new vocabulary to increase their intelligibility in English.



None



5 minutes



NOTE TO TEACHERS

Integrating Content: *Generate the word list for these activities using words from the students' area of study. You can find online glossaries and vocabulary lists that provide high-frequency words for various careers and areas of study. To see sample glossaries for climate change and pharmaceutical terms, go to*

<https://www3.epa.gov/climatechange/glossary.html> or http://www.who.int/medicines/areas/coordination/English_Glossary.pdf.

*An example word list for students working in the area of Environment and Climate Change could include words such as: **conservation, deforestation, ecosystem, habitat, contaminants, pollutants, renewable, sustainability**, etc.*

Alternatively, ask your students to brainstorm a list of multisyllabic words that they frequently hear at their jobs, or words that they've come across in their line of work or study and are unsure of how to pronounce.



Lesson 5: Sentence Stress



- Develop an awareness of the role that sentence stress and emphasis have in spoken English along with the impact that these features can have on meaning
- Identify which words in a sentence or utterance are content words and which are function words, and recognize how to place stress accordingly
- Utilize emphasis to portray the meaning of utterances



Student Copies:

- **Sentence Stress** worksheet
- **What Do You REALLY Mean?** worksheet
- Content relevant newspaper article (5-6 copies)

Single Copy or Reference:

- Teacher answer key for **Content vs Function Word Practice**
- Teacher answer key for **What Do You REALLY Mean?**

Props, Technology, or Other Resources:

- None

Lesson Plan

 1 hour

Warm-Up: What Words Are Important?



The teacher demonstrates to students the role that sentence stress plays in spoken English.



None



10 minutes

Activity 1: Identify the Content Words



Students practice chants that emphasize content vs. function words and practice classifying words as content words or function words.



Sentence Stress worksheet



15 minutes

Activity 2: Marking Sentence Stress



Students mark the stressed content words in a textbook passage.



A current or relevant newspaper article



10 minutes

Activity 3: What Do You REALLY Mean?



Students practice using emphasis in sentences to change the meaning of an utterance.



What Do You REALLY Mean? worksheet



20 minutes

Wrap-Up: Compliments



Students give one another compliments, using sentence stress in context.



None

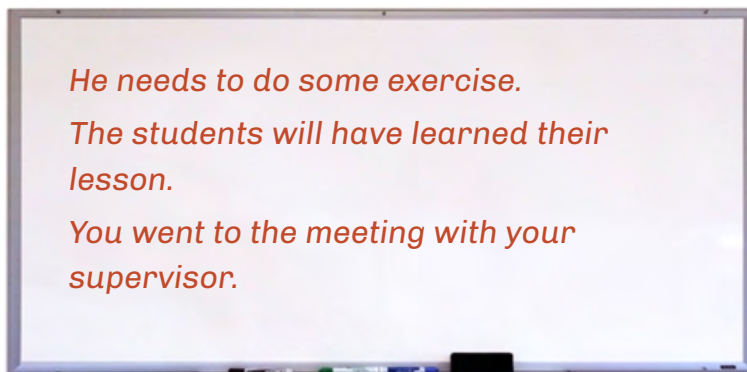


5 minutes

Warm-Up: **What Words Are Important?**

STEP 1

The teacher writes the following sentences on the board:



None



10 minutes

The teacher reads the sentences aloud with equal stress and length on each word (the teacher should sound like a robot) and asks:



"How did that sound? Did it sound correct? Did it sound like other native English speakers you have heard?"

(Expected answer: no)

STEP 2

Next, the teacher reads the sentences aloud again, this time putting stress on the content words of each sentence.



*"**He** needs to do some exercise."*

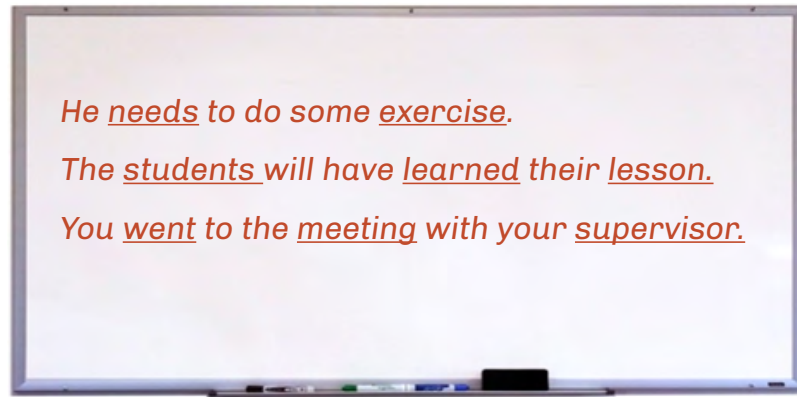
*"The **students** will have learned their lesson."*

*"You **went** to the **meeting** with your **supervisor**."*

The teacher asks the students if this sounded more natural, and if so, why? The teacher asks which words are the most important words in each sentence. Which words do they need to hear to understand the basic meaning? This will help to raise their consciousness of sentence stress.

STEP 3

The teacher reads the sentences again and asks the students to identify which words in the sentence were stronger (*stressed*). The teacher underlines those words in each sentence.



The teacher asks the students to repeat the sentences, clapping their hands or tapping their desks on the stressed words. The teacher explains:



*“English speakers place stress on the most important words in a phrase, de-emphasizing all other words. These stressed phrasal elements are known as content words and tend to be stronger, louder, and longer, much like stressed syllables. The function words, or words that don’t carry as much meaning, are unstressed. They may also be reduced, so **could have** becomes **could’ve**; **will have** becomes **will’ve**.”*

Activity 1: Identify the Content Words

STEP 1

The teacher hands out the worksheet **Sentence Stress** (see **Appendix 5A**), and reads the two chants: **One, Two, Three, Four** and **Cats Chase Mice** clapping or tapping on the content words in each sentence. Each line takes the same amount of time and has the same amount of stressed words. After the students have listened to the teacher, they repeat the chants.



Sentence Stress
worksheet



15 minutes

STEP 2

The teacher goes through the list of **Content vs. Function Words**, asking the class to supply one or two examples for each item on the list.

STEP 3

The students work independently or in partners to complete the **Content vs. Function Words Practice** on the bottom of the worksheet. The teacher checks the answers as a class (Teacher answers provided at **Appendix 5B**).

Activity 2: **Marking Sentence Stress**

STEP 1

The teacher selects a brief (3-5 sentence) newspaper clipping on a current event of interest and relevance for the students. He/She makes several copies of the article and posts them all the wall in different places around the room before class. Students

gather in small groups around the posted articles. Students read the article, try to remember as many details as possible, and return to their seats. The teacher asks for volunteer students to try to reconstruct the sentences from the text. As students volunteer the answers, the teacher writes the sentences on the board. The teacher then leads the class in reviewing each sentence and deciding which words are content words that should be stressed, and which words are function words that should be unstressed. The teacher underlines each of the content words.



A current or relevant newspaper article



10 minutes

STEP 2

The teacher leads the students in reading the sentences aloud as a class, stressing the content words. Next, the students read the sentences in pairs and give each other feedback on their stress of content words.



NOTE TO TEACHERS

Integrating Content: *The teacher should bring in an article that is relevant to the class topic and related to the students' fields of work or study. If an article from a local English newspaper is not available, the teacher can find an online article to use.*

For examples of articles from the Lower Mekong Region related to Agriculture, Connectivity, Education, Energy Security, Environment, and Health, go to:

<http://lowermekong.org/highlight-news>

Activity 3: What Do You REALLY Mean?

STEP 1

The teacher explains to the students that stressing different words in a sentence gives the sentence different meanings. The teacher writes the following question on the board:

She has a new job? The teacher leads the class in discussing what this sentence means.

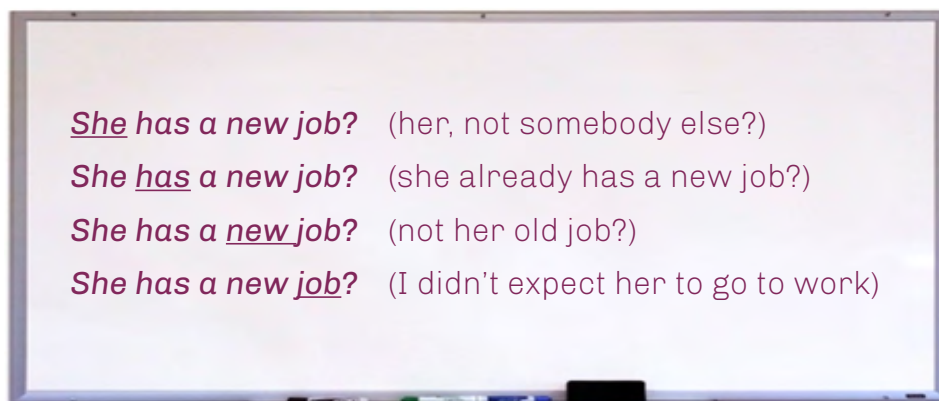
The teacher then stresses one word in the question at a time, stopping after each version of the question to talk with the class about how the meaning of the sentence changed.



What Do You REALLY Mean? worksheet



20 minutes



STEP 2

In pairs or small groups, the students complete the worksheet **What Do You REALLY Mean?** (see **Appendix 5C**) by matching sentences 1-8 with their corresponding meaning. When the students are finished, they read the sentences aloud together, stressing the emphasized word.

Option: Time permitting, one student in each group can select one of the sentences from the worksheet and, without telling the other group members which sentence it is, read it aloud. The other group members guess which sentence is being read and explain the meaning being expressed. The other group members take turns reading sentences and asking their peers to guess which sentence it is and what meaning is being portrayed.

STEP 3

The teacher assigns each partner or small group a number, 1-8, and asks them to work together to write a short dialogue with the sentence that corresponds to their group number. The dialogue must incorporate the stress and the relevant meaning of their sentence.

Example 3:



"Where are you going?"



"I'm going to that teacher conference you wanted me to go to."



"I didn't say you should attend that conference."



"No, but you certainly thought it!"

Option: If there is time, the teacher can call on groups to read their dialogues out loud to the class.

Wrap-Up: Compliments

STEP
1

The teacher asks all the students to turn to two or three classmates, and give them a compliment. The teacher reminds students:



None



5 minutes



"As you give your compliment, make sure you pay careful attention to the stressed words. For example, you might say:

*I **love** your **hair**!*

*Your **English** is **great**.*

*I **really** liked **working** with you today."*

Option: Time permitting, the teacher can ask students to form a large circle. The teacher begins by giving the student to his/her right a compliment (such as "I love your hair!"), stressing the appropriate words in the sentence. That student then gives the student to his/her right a different compliment, such as "I really liked working with you today." This process continues until all students have had a chance to compliment another member of the group. If students seem to particularly enjoy doing this, the direction of questions can be reversed and there can be one more complete round of compliments.



Lesson 6: Thought Groups



- Define the concept of thought group
- Identify thought groups in spoken discourse and insert pauses appropriately when reading
- Recognize variations regarding where native speakers pause in their spoken discourse



Student Copies:

- **Partner Practice** handouts: Two sample paragraphs from content-area texts or theme-based articles
- **Practice with Thought Groups** handout
- **President Obama's 2011 State of the Union Address**

Single Copy or Reference:

- Teacher answer key for **Partner Practice** handout
- Teacher answer key for **Practice with Thought Groups** handout
- Teacher answer key for **President Obama's 2011 State of the Union Address**

Props, Technology, or Other Resources:

- President Obama's 2011 State of the Union Address:
https://www.youtube.com/watch?v=-RSjbtJHi_Q

Lesson Plan



1 hour 5 minutes

Warm-Up: Baseline Pronunciation



Students are paired and given the **Partner Practice** handouts (two different paragraphs on a topic or theme of relevance to the students); student A reads his/her paragraph at normal speed while student B listens and takes notes; they then switch roles.



Partner Practice with Thought Groups handouts: Two paragraphs from a content-area or theme-based article of the teacher's choice



15 minutes

Activity 1: Practice with Thought Groups



The teacher explains the concept of thought grouping; students in pairs complete the worksheet **Practice with Thought Groups**, marking thought groups and pauses within sentences and then practice the sentences in pairs.



Practice with Thought Groups worksheet



10 minutes

Activity 2: President Obama's Speech



Students listen to a speech by President Obama, marking the thought groups; they then practice reading the speech to a partner.



President Obama's 2011 State of the Union Address handout and video



15 minutes

Activity 3: Partner Practice Revisited



Students mark the thought groups in the paragraphs used in the lesson Warm-Up and then take turns again reading and taking notes



Partner Practice with Thought Groups handouts used in the lesson Warm-Up along with the teacher answer key



20 minutes

Wrap-Up



The teacher debriefs with students about any improvements in overall intelligibility due to attention paid to thought grouping and asks for volunteers to read the passage aloud.



Partner Practice with Thought Groups handouts used in the lesson warm-up along with the teacher answer key



5 minutes

Warm-Up: **Baseline Pronunciation**

STEP
1

The teacher pairs students (A and B), giving each member of the pair a different paragraph (see **Appendix 6A** for sample paragraphs). Students are instructed to take turns reading their paragraph at a normal pace, without slowing down or repeating what they have read. While partner A is reading, partner B must copy down what he/she hears. Partners must not help each other. Teachers may use folders to separate the participants so they don't see each other or the reading/writing. The teacher should emphasize the need for students to read normally, as if they are giving a presentation. Students are informed that this is a pre-test and that the same activity will be repeated at the end of the lesson so all students can judge if they have made improvement.



Partner Practice with Thought Groups handouts: Two paragraphs from a content-area article



15 minutes



NOTE TO TEACHERS

Native speakers typically pause at the end of **thought groups** (also known as **tone units**), which are logical chunks of language that form grammatical units and are marked by pausing at the end and a rise or fall in intonation.

Where speakers pause is typically determined by sentence grammar. Some typical places that pauses occur include: before or after transition words or time adverbials (e.g., **and**, **because**, **in addition**, **tomorrow**, **in 2015**), before a clause or phrase, and at any point in written texts where pauses are marked by punctuation.

Thought groups are a normal part of spoken language. The division of utterances into thought groups helps the speaker communicate information and assists the listener in processing the information.

STEP 2

Students take turns reading their passages and copying what they hear, as instructed in Step 1. The teacher should walk around and gently remind anyone of the rules. Students should be told not to worry if they are not able to complete the reading or copy the entire paragraph as the activity will be repeated again at the end of the lesson and they will have a second chance.

Option: The teacher can have students record their voices on a cell phone, tablet, or laptop. This will help them to speak at a normal rate and allow them to hear their speech more objectively. Before recording themselves, students should be reminded to make a test recording to make sure that the recorder is functioning. Students record themselves reading the paragraph at a normal pace while their partner listens and try to copy down what their partner says. Students switch roles with their partner and repeat the process. If using this option, the teacher should make sure that there is plenty of space; he/she should also ensure that headphones are available as the class will get loud when there is so much talking.

STEP 3

The teacher asks students how easy it was to understand what their partner was saying. Students share difficulties they encountered and any other impressions.



NOTE TO TEACHERS

Integrating Content: The sample Partner Practice paragraphs included in the Appendix are drawn from the field of agriculture. However, in order to have the greatest impact on the students, the words, phrases, sentences, or questions in the activities for this lesson should be drawn from content from the students' fields or areas of study. The teacher can generate the list ahead of time using content materials such as textbooks, articles, or online glossaries or search for appropriate theme-based passages on the internet using **Ted.com** or other relevant sites.

Activity 1: Partner Practice with Thought Groups

STEP 1

The teacher asks students if anyone knows what thought groups are. He/She explains:



**Partner Practice
with Thought
Groups** *handout*



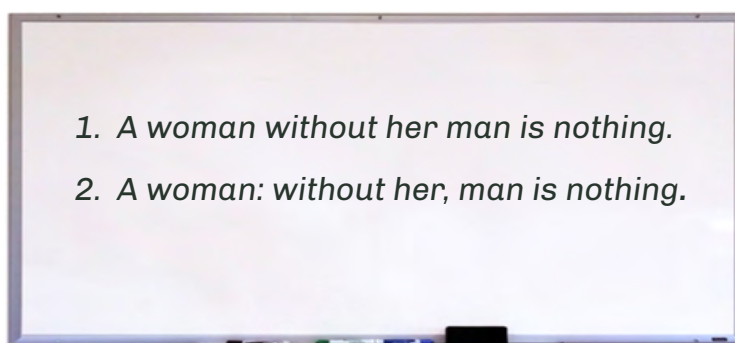
10 minutes



"Thought groups are logical chunks of language that form grammatical units (such as clauses or prepositional phrases) and are followed by a pause accompanied by a rise or fall in the speaker's intonation. In written language, thought groups are typically marked through punctuation; however, in spoken language, they are marked through pauses. Thought groups help the listener process the language for better understanding."

STEP 2

The teacher writes the following two phrases on the board:



1. *A woman without her man is nothing.*

2. *A woman: without her, man is nothing.*

The teacher asks the following questions:



"How many thought groups are in sentence 1?" (Answer: 1)

"How many thought groups are in sentence 2?" (Answer: 3)

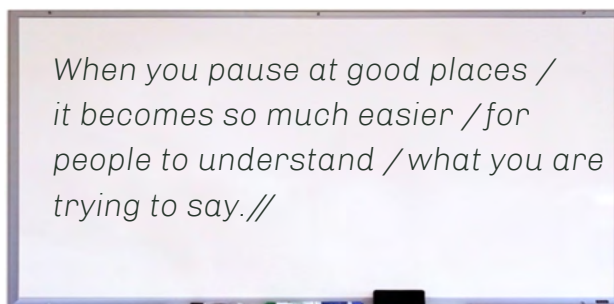
"What is the difference in meaning between the two sentences?"

(Answer: In sentence 1, the man is given more importance; in sentence 2, the woman is given more importance.)

The teacher explains that thought groups can sometimes indicate a difference in the speaker's intent, as in the example above.

STEP
3

The teacher writes the first sentence from the **Partner Practice with Thought Groups** handout (see **Appendix 6A**) on the board and reads it aloud at a normal pace, instructing students to listen for thought groups. He/She elicits the answer from students and marks the location of pauses between thought groups with a slash (/) and the ends of the sentence with a double slash (//):



STEP
4

The teacher gives the students **Partner Practice with Thought Groups** handout (see **Appendix 6C**). Students complete the last two sentences on the handout with a partner. This helps the students work on their “ear” for English.

STEP
5

The teacher reads the last two sentences from the handout, pausing in the correct places. He/She has the whole class compare their answers to these sentences. Students practice reading the sentences, being sure to pause at the slash marks.

Option: The teacher reads one of the sentences pausing at incorrect places:



"Hi, my / name / is _____, and today I'm going / to talk to you about the / importance of / energy independence on the economy of my / country.//"

The teacher reads the same sentence again, pausing after the end of every word:



"Hi,/ my/ name/ is/ _____,/ and/ today/ I'm/ going/ to/ talk/ to/ you/ about/ the/ importance/ of/ energy/ independence/ on/ the/ economy/ of/ my/ country.//"

The teacher asks



"Do these sentences make sense when said this way?"
(Expected answer: No, of course not!)



"Adding correct pauses helps the audience understand what you are trying to say by allowing them to process information in chunks or thought groups. It also gives the speaker more control and choice in intonation and pausing to effect meaning."

Activity 2: President Obama's Speech

STEP 1

The teacher introduces President Obama's 2011 State of the Union Address, noting that President Obama is particularly known for his speaking abilities. He/she explains that in the speech, he makes reference to the tragic 2011 Tucson shooting of one of the members of the U.S. House of Representatives, Gabrielle Giffords.

STEP 2

The teacher distributes the student copies of the handout (see **Appendix 6E**), instructing students that they are to mark the thought groups they hear. He/she then plays the excerpt of President Obama's speech (the excerpt starts at 1:35), playing it twice for the students.

STEP 3

Students check their answers with a partner, followed by a whole class check of answers to the worksheet. At this point, the teacher may choose to distribute the teacher answer key (see **Appendix 6F**).

STEP 4

Students Practice reading President Obama's speech with a partner, pausing after the thought groups.

Option: Instead of President Obama's speech, teachers may find and use a good example speech that is more closely related to the topic of their seminar or course. Teachers will need a short segment/copy of the speech and will need to make their own key. **TED.com** is a good place to find speeches on a wide variety of topics and has the added plus that transcripts are available for most talks.



President Obama's 2011 State of the Union Address
https://www.youtube.com/watch?v=-RSjbtJHi_Q

President Obama's 2011 State of the Union Address, student handout

Laptop and projector

President Obama's 2011 State of the Union Address, teacher answer key for thought grouping



15 minutes

Activity 3: Partner Practice Revisited

STEP 1

Students take out the handouts from the lesson Warm-Up activity and mark the thought groups in the paragraphs. The teacher circulates and provides guidance if students are having difficulty. Once students are finished marking their passages, the teacher may opt to provide them with answer keys where the thought groups have been marked so students can compare their answers with the key.



Partner Practice with Thought Groups handouts used in the lesson Warm-Up activity along with the teacher answer key



20 minutes

STEP 2

Students repeat the steps in the lesson Warm-Up, reading at a normal pace while their partner copies down the content; they then switch roles. Students should read from the copy where they have marked the thought groups. The teacher walks around, listens, and assists students who are having difficulty.

Wrap-Up

STEP 1

The teacher asks students to assess the difference in their ability to understand their partner in the second reading (i.e., when paying attention to thought groups) vs. the first (during the lesson Warm-Up). Students should be encouraged to keep working on thought grouping, even if they didn't make much improvement. The teacher asks for volunteers to read the two paragraphs.

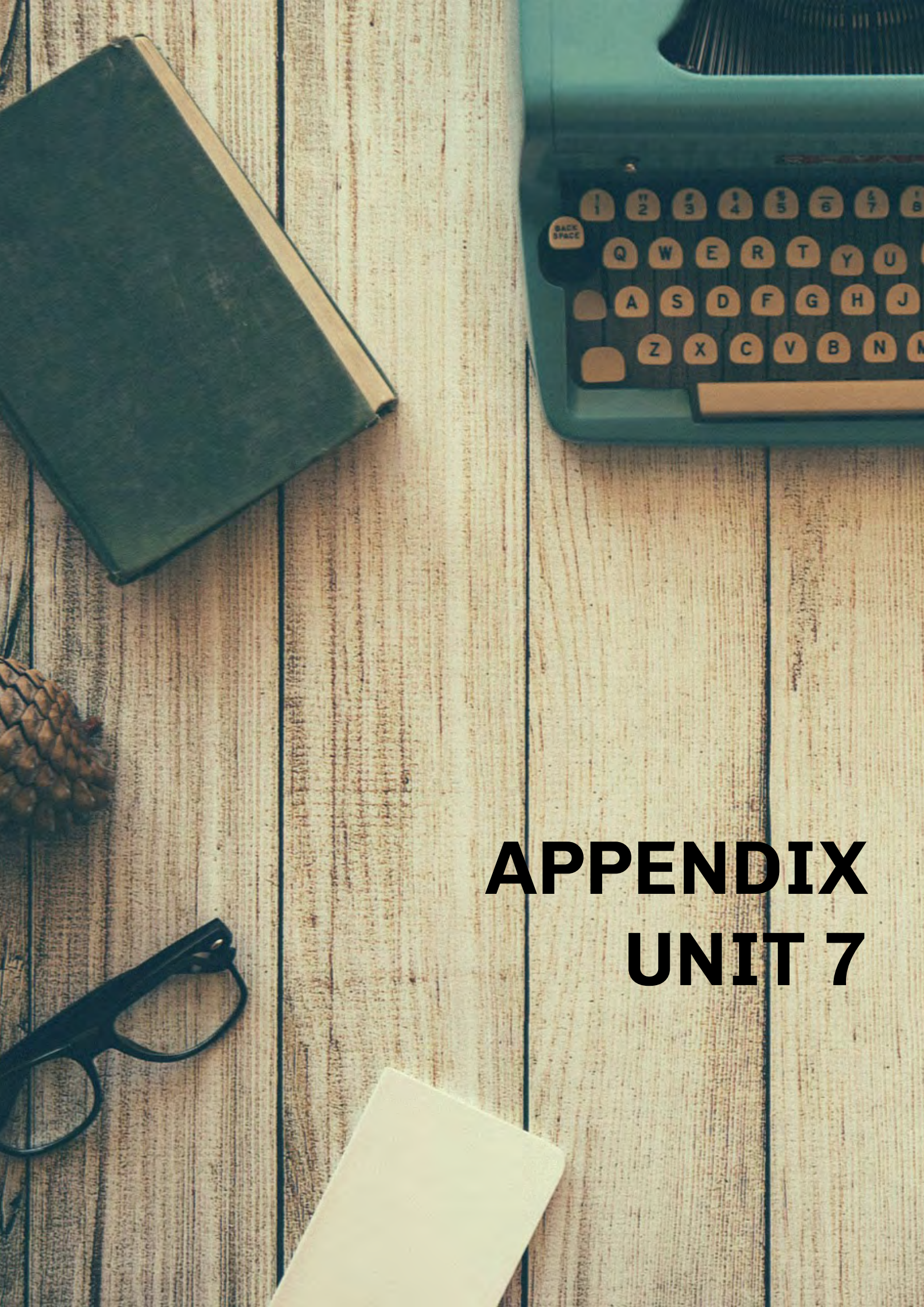
Option: Students can be asked to first self assess their reading performance before receiving their partner's assessment of their performance.



Partner Practice with Thought Groups handouts that the students used in the lesson Warm-Up along with the teacher's key with thought groups marked



5 minutes



APPENDIX

UNIT 7

APPENDIX 1A: Q & A About Voice Quality Settings

1. What does *voice quality settings* mean?

The movements of the throat, vocal cords, mouth, jaw, lips, and tongue that occur when a language is spoken by native speakers.

2. What kind of movements are involved in voice quality settings?

Important areas of voice quality settings include muscle tension, rounded or spread lips, the position of the tongue, open or closed jaw, etc.

3. How do voice quality settings affect pronunciation?

- Voice quality settings affect how a language sounds since different settings produce different audible characteristics.
- When someone begins to speak a new language, it is natural to apply voice quality settings from his/her first language.
- When the voice quality settings between the two languages are different, it can affect pronunciation in the new language.
- Awareness of and control of voice quality settings in the new language can impact pronunciation.



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APPENDIX 1B: Read My Lips: Sample Vocabulary

Read My Lips: Sample Vocabulary List for Beginning Level

pineapple	mango	orange	grapes
fish	beef	chicken	pork

Read My Lips: Sample Vocabulary List for High-Beginning Level

on the table	next to the desk	in the living room
in the bathroom	on the counter	in the bedroom
next to the table	in the kitchen	on the desk

Read My Lips: Sample Vocabulary List for Intermediate Level

Which way to the airport?	Do you have your passport?	Where will you travel?
Are plane tickets expensive?	Where have you traveled?	Do you have your visa?
When will you visit?	Do you like to travel?	When is your vacation?

Read My Lips: Sample Vocabulary List for Advanced Level

Air pollution is a serious problem.	The environment needs protection.
Dangerous elements escape from factories.	Water pollution is poisoning people.
Development has changed our world.	We are all responsible for our world.
A rural environment is healthier.	A city environment is healthier.



APPENDIX 2A: Final Consonant Partner Practice - Student A

l	s	d
t	r	sh
b	f	ch
v	th	p

Student A *Sample List*

research

warmth

shuffle

save

establish

describe

protest

results

envelope

attractive

safe

result

consonant

largest

instructive



APPENDIX 2B: Final Consonant Partner Practice - Student B

l	s	d
t	r	sh
b	f	ch
v	th	p

Student B

Sample List

overdraft

confide

approach

rubbish

interests

improve

delight

rebuild

strength

nerve

enable

persuade

growth

interest

prescribe



APPENDIX 2C: Final Consonant Partner Practice - Student A, Blank

l	s	d
t	r	sh
b	f	ch
v	th	p

Student A

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



APPENDIX 2D: Final Consonant Partner Practice - Student B, Blank

l	s	d
t	r	sh
b	f	ch
v	th	p

Student B



APPENDIX 3A: Initial Consonant Clusters

Activity 1: Word Building

rap	trap	strap
rip	trip	strip
lay	play	splay
rue	crew	screw
ice	rice	price
ream	cream	scream
latter	platter	splatter
rain	train	strain
owe	low	flow

Activity 2: Second Consonant Enunciation

flame	frame
plow	prow
clue	crew
climb	crime
gloom	groom
bleach	breach
blacken	bracken
glaze	graze
cloud	crowd
glow	grow
pleasant	present
flight	fright



APPENDIX 4A: Rules of Word Stress in English

There are many rules about word stress in English, and trying to learn and remember them all can be very difficult. English also tends to have many exceptions to the rules, so while learning the rules is a good starting point, it is important to use tools such as print and online dictionaries along with the strategy of listening to and consulting native English speakers to check where the word stress falls in a specific word.

1: Stress on first syllable

Rule	Example
Most 2-syllable nouns	PRESent, EXport, CHIna, TAbble
Most 2-syllable adjectives	PRESent, SLENDER, CLEVer, HAPpy

What are some other examples of two-syllable nouns or adjectives with stress on the first syllable?

_____	_____	_____
_____	_____	_____

2: Stress on last syllable

Rule	Example
Most 2-syllable verbs	to preSENT, to exPORT, to deCIDE, to beGIN

There are many two-syllable words in English whose meaning and class change with a change in stress. The word **present**, for example is a two-syllable word. If we stress the first syllable, it is a noun PREsent (gift) or an adjective (opposite of absent). If we stress the second syllable, it becomes a verb preSENT (to offer). The words *export*, *import*, *contract* and *object* can all be nouns or verbs depending on whether the stress is on the first or second syllable.

What are some other examples of two-syllable verbs with stress on the last syllable?

_____	_____	_____
_____	_____	_____



3: Stress on penultimate syllable (penultimate = second from end)

rule	example
Words ending in -ic	GRAPHic, geoGRAPHic, geoLOGic
Words ending in -sion and -tion	introVERsion, reveLAtion, obliGAtion

What are some other examples of words with stress on the penultimate syllable?

4: Stress on ante-penultimate syllable (ante-penultimate = third from end)

rule	example
Words ending in -cy , -ty , -phy and -gy	deMOcracy, dependaBility, phoTOgraphy, geOLogy
Words ending in -al	CRItical, geoLOGical

What are some other examples of words with stress on the ante-penultimate syllable?

5: Compound words (words with two parts)

rule	example
For compound nouns , the stress is on the first part	BATHroom, PIGsty
For compound adjectives , the stress is on the second part	overHEAD, old-FASHioned
For compound verbs , the stress is on the second part	to underWHELM, to overDO







What are some other examples of compound nouns with stress on the first part of the word?

What are some other examples of compound verbs or adjectives with stress on the second part?



APPENDIX 4B: Word Stress Chart

Write the words in the box with the corresponding word stress pattern.



APPENDIX 4C: Examples of Multisyllabic Words

record (noun)	record (verb)	conclude	pronounce
provide	concerned	interrupt	disagree
attention	conclusion	opinion	summarize
ministry	seminar	academic	education



APPENDIX 5A: Sentence Stress

One, two, three, four

One and **two** and **three** and **four**

One and a **two** and a **three** and a **four**

One and then a **two** and then a **three** and then a **four**

Cats chase mice

The **cats chase mice**

The **cats chase** the **mice**

The **cats will chase** the **mice**

The **cats will have chased** the **mice**



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<u>Content (Information) Words</u> (usually stressed)	<u>Function Words</u> (usually unstressed)
Nouns Main Verbs Adjectives Possessive Pronouns Demonstrative Pronouns Interrogatives <i>not</i> /Negative Contractions Adverbs Adverbial Participles	Articles Auxiliary Verbs Personal Pronouns Possessive Adjectives Demonstrative Adjectives Prepositions Conjunctions

Content vs. Function Words Practice: Write a **C** next to the words that are content words.
Write an **F** next to the words that are function words.

___ went

___ next to

___ in order to

___ with

___ teacher

___ difficult

___ supper

___ open

___ much

___ quickly

___ had

___ basic

___ the

___ for

___ in front of

___ hard

___ information

___ John



APPENDIX 5B: Teacher Answer Key for *Content vs. Function Words Practice*

__C__ (went)

__F__ (next to)

__F__ (in order to)

__F__ (with)

__C__ (teacher)

__C__ (difficult)

__C__ (supper)

__C__ (open)

__F__ (much)

__C__ (quickly)

__F__ (had)

__C__ (basic)

__F__ (the)

__F__ (for)

__F__ (in front of)

__C__ (hard)

__C__ (information)

__C__ (John)



APPENDIX 5C: What Do You REALLY Mean?

Match the sentences below with the message that the speaker is conveying. Write the letter of the meaning next to the corresponding sentence.

1. I didn't say you should attend that conference. ____	A. I said someone else should attend it
2. I didn't say you should attend that conference. ____	B. I implied it/whispered it/wrote it down
3. I didn't say you should attend that conference. ____	C. I wanted you to attend a different conference
4. I didn't say you should attend that conference. ____	D. Someone else said it
5. I didn't say you should attend that conference. ____	E. You should have read about it
6. I didn't say you should attend that conference. ____	F. You should have attended that workshop/training/webinar
7. I didn't say you should attend that conference. ____	G. I am denying that I said that
8. I didn't say you should attend that conference . ____	H. I said that you shouldn't/must/can attend it

Practice: Sentence Number ____

Write a short dialogue that uses your assigned sentence in a meaningful context.

Example: (Sentence 1)

You attended that conference?

Yes. You told me to, remember?

I didn't tell you to attend that conference. You must be thinking of someone else.



APPENDIX 5D: Teacher Answer Key for *What Do You REALLY Mean?*

1. D

2. G

3. B

4. A

5. H

6. E

7. C

8. F



APPENDIX 6A: Partner Practice with Thought Groups:

Sample Paragraphs from the Content Area of Agriculture

A

The food system, in general terms, includes all the materials, processes and infrastructures relating to agriculture, trade, retail, transport and consumption of food products. Like water and energy, food is a basic human need. In addition to being available, food needs to be of high quality, diverse, accessible, safe for consumption, and affordable. There is also a strong link between our health and well-being and food. Both malnutrition and obesity are health problems directly linked to the way we produce, market, and consume our food.

B

Adopting more sustainable farming practices can help. For example, agro-ecological methods offer a means of intensifying agriculture without synthetic chemical inputs (i.e. fertilizers and pesticides) by utilizing natural products and leveraging ecological processes in its production. Precision farming techniques offer the means to reduce the use of chemicals and hence some of the environmental impacts.

Source: <http://www.eea.europa.eu/signals/signals-2014/articles/from-production-to-waste-food-system>.

Note that the above paragraphs are copyright free.



APPENDIX 6B: Partner Practice with Thought Groups:

Teacher Answer Key to Thought Grouping

A

The food system,/ in general terms,/ includes all the materials,/ processes/
and infrastructures/ relating to agriculture,/ trade,/ retail,/ transport,/ and
consumption of food products.// Like water and energy,/ food is a basic
human need./ In addition to being available,/ food needs to be of high
quality,/ diverse,/ accessible,/ safe for consumption, and affordable.// There
is also a strong link / between our health / and well-being / and food.// Both
malnutrition / and obesity / are health problems / directly linked / to the way
we produce, /market,/ and consume our food.//

B

Adopting more sustainable farming practices / can help.// For example,/
agro-ecological methods / offer a means of intensifying agriculture / without
synthetic chemical inputs, / i.e. fertilizers and pesticides, / by utilizing
natural products / and leveraging ecological processes / in its production.//
Precision farming techniques / offer the means to reduce the use of
chemicals / and hence / some of the environmental impacts.//

Source: <http://www.eea.europa.eu/signals/signals-2014/articles/from-production-to-waste-food-system>.

Note that the above paragraphs are copyright free.



APPENDIX 6C: Practice with Thought Groups

Student Handout

1. When you pause at good places it becomes so much easier for people to understand what you are trying to say.
2. People have time to think about what you are saying and it really helps them to understand you.
3. Hi, my name is _____, and today I'm going to talk to you about the importance of energy independence on the economy of my country.



APPENDIX 6D: Practice with Thought Groups

Teacher Answer Key

1. When you pause at good places / it becomes so much easier / for people to understand /
what you are trying to say.//
2. People have time to think / about what you are saying / and it really helps them / to
understand you.//
3. Hi,/ my name is _____,/ and today/I'm going to talk to you (/) about the importance / of
energy independence / on the economy (/) of my country.//



APPENDIX 6E: Obama's State of the Union Address, 2011

Student Text

It's no secret that those of us here tonight have had our differences over the last two years. The debates have been contentious; we have fought fiercely for our beliefs. And that's a good thing. That's what a robust democracy demands. That's what helps set us apart as a nation.

But there's a reason the tragedy in Tucson gave us pause. Amid all the noise and passions and rancor of our public debate, Tucson reminded us that no matter who we are or where we come from, each of us is a part of something greater – something more consequential than party or political preference.

We are part of the American family. We believe that in a country where every race and faith and point of view can be found, we are still bound together as one people; that we share common hopes and a common creed; that the dreams of a little girl in Tucson are not so different than those of our own children, and that they all deserve the chance to be fulfilled.



APPENDIX 6F: Obama's State of the Union Address, 2011

Teacher Answer Key

It's no secret / that those of us here tonight / have had our differences / over the last two years.// The debates have been contentious;/ we have fought fiercely / for our beliefs.// And that's a good thing.// That's what a robust (/) democracy demands.// That's what helps / set us apart / as a nation.//

But there's a reason / the tragedy in Tucson / gave us pause.// Amid all the noise / and passions / and rancor / of our public debate,/ Tucson reminded us / that no matter who (/) we (/) are / or where (/) we (/) come (/) from,/ each of us (/) is a part of something greater / – something more consequential / than party / or political preference.//

We are part of the American family.// We believe / that in a country where (/) every race / and faith / and point of view / can be found,/ we are still bound together (/) as one people;/ that we share common hopes / and a common creed;/ that the dreams of a little girl in Tucson / are not so different / than those of our own children,/ and that they all deserve / the chance to be fulfilled.//